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ABSTRACT

Information is presented on the policy and trends in modern foreign language teaching in member states of the European Community, including Belgium, Denmark, Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, the Netherlands, Portugal, England, Wales, Northern Ireland, and Scotland. The report begins with an executive summary, including graphs of the number of years and hour one or two second languages are taught to pupils aged 6-18. This summary is followed by a description of the situation in each member state, including provision of modern foreign language teaching in elementary and secondary schools (languages taught and for how many hours per week), initial training of foreign language teachers (including exchange programs), in-service training of language teachers, and pupil exchanges. Enrollment, teacher, and exchange data are included where possible. In addition, data on the European Community's LINGUA program of action in support of language teaching are included. (MSE)

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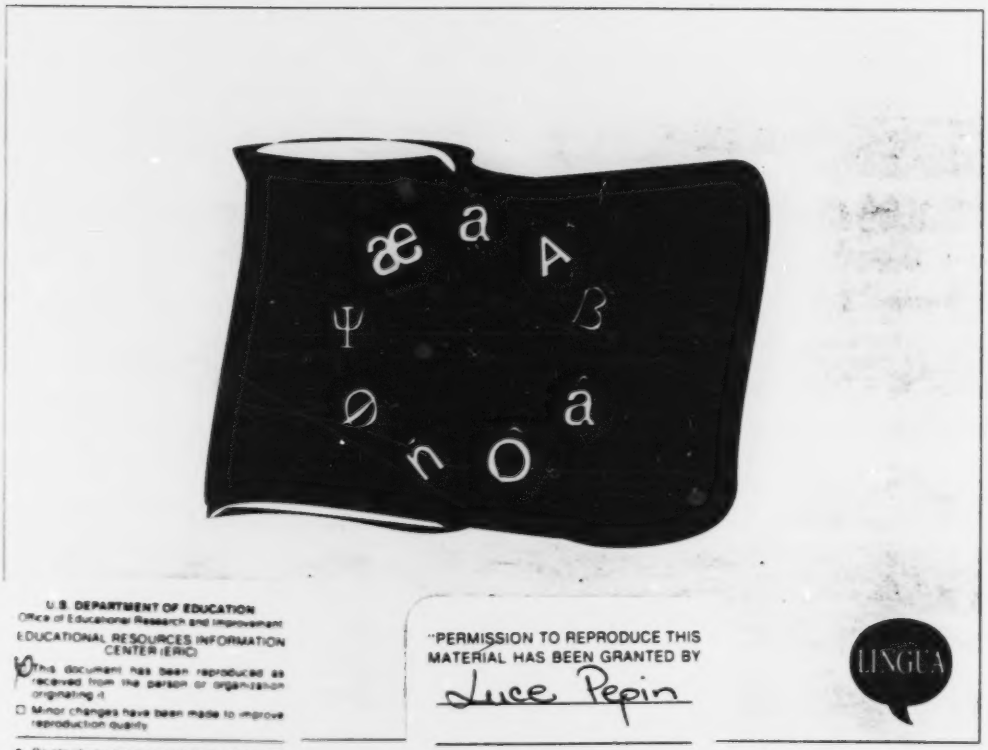

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The Education Information Network in the European Community

THE TEACHING OF MODERN FOREIGN LANGUAGES IN PRIMARY AND SECONDARY EDUCATION IN THE EUROPEAN COMMUNITY

EDUCATION
TRAINING
YOUTH

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FOREWORD

The present document is the final version of a working document requested by the Commission of the European Communities (Task Force Human Resources) for the meeting of the Council of EC Education Ministers of 1 June 1992, with the aim of presenting up-to-date information on the teaching of modern foreign languages in the Member States of the EC.

The document is based on information previously published in four separate EURYDICE documents between 1988 and 1990 - "The Teaching of Languages in the the European Community", "The Initial Training of Foreign Language Teachers", "The In-Service Training of Foreign Language Teachers" and "Teaching of Languages in the European Community:Statistics". It mainly comprises an updated and extended version of the first document, but also integrates some of the more detailed data and statistics to be found in the others.

At the beginning of the document, there is an executive summary of modern foreign language teaching throughout the EC. This includes graphs showing the number of years and hours one or two languages are taught to pupils aged 6 to 18.

The summary is followed by a description of the situation by Member State. Chapters cover for each Member State: the provision of modern foreign language teaching in primary and secondary education (which languages are taught and for how many hours per week); the initial training of foreign language teachers (including the exchange of foreign language assistants); the in-service training of foreign language teachers, in their own Member State and abroad; and pupil exchanges.

As far as statistics are concerned, where possible, the document includes data on the number of: pupils studying modern foreign languages; teachers of modern foreign languages; students training to teach modern foreign languages; exchanges of modern foreign language assistants between Member States; language teachers involved in in-service training or exchanges in another Member State; and pupil exchanges.

When the more recent figures are comparable with those provided in the last document mentioned above, both sets of figures have been included in order to facilitate eventual comparison (although great care should be taken when doing so). When the figures are not comparable, only the more recent ones have been included. In rare cases, more recent figures were not available. It should be noted that due to the diverse way in which statistics are collected and presented, not only from one Member State to another, but also within the same Member State, certain discrepancies remain.

In addition, statistics have been included concerning Actions IA, II and IV of LINGUA, the EC action programme in support of the teaching and learning of foreign languages in the Member States. Action I provides grants for teachers to participate in in-service training in the country whose language they teach. Action II promotes the learning of foreign languages in universities and, in particular, supports the initial training of future foreign language teachers through grants for student and staff mobility. Action IV provides grants for the development of exchanges of young people undergoing professional, vocational and technical education.

This document has been prepared by Julia Martin-Bletsas of the European Unit of EURYDICE. We would like to thank the EURYDICE National Units and the LINGUA Bureau and LINGUA National Agencies for their collaboration in providing and checking the information in the document.

EURYDICE European Unit, December 1992

EXECUTIVE SUMMARY

PRIMARY EDUCATION

Provision for the teaching of modern foreign languages in primary education is becoming more widespread. With the exception of countries like Belgium and Luxembourg, which have more than one national/official language, the teaching of modern foreign languages at this level had varied between the non-existent and the experimental/limited.

In Luxembourg, the first "foreign" language is compulsory from the 1st year (for 6 year olds) and the second from the middle of the 2nd year; in Belgium, the first "foreign" language is compulsory from the 3rd year (for 8 year olds) in Brussels, bilingual and German-speaking areas, and optional (but strongly encouraged) from the 5th year in other areas.

In the Netherlands and countries where there is no division between what would loosely be termed primary and lower secondary education (Denmark, pre-reform Spain and Portugal), a first foreign language is compulsory for all pupils from the end of "primary" education (for 10 year olds in the Netherlands and Portugal and 11 year olds in Denmark and Spain).

In Spain and Italy, the compulsory teaching of a first foreign language is gradually being introduced for pupils aged 8+ as part of a wider educational reform.

In Greece, France, and Scotland, there are national experiments in which foreign language teaching is compulsory for the pupils concerned - 9+ in the first two countries and 10+ in Scotland. In Germany and Portugal, there are experiments in optional foreign language teaching. In England and Wales, in a few areas there are pilot projects for the teaching of modern foreign languages at primary level.

In Ireland, both Irish and English are compulsory in primary education, but there are no plans to introduce foreign language teaching. In Spain, pupils in Autonomous Communities with an official language other than Spanish already have to learn that language plus Spanish from the beginning of primary education.

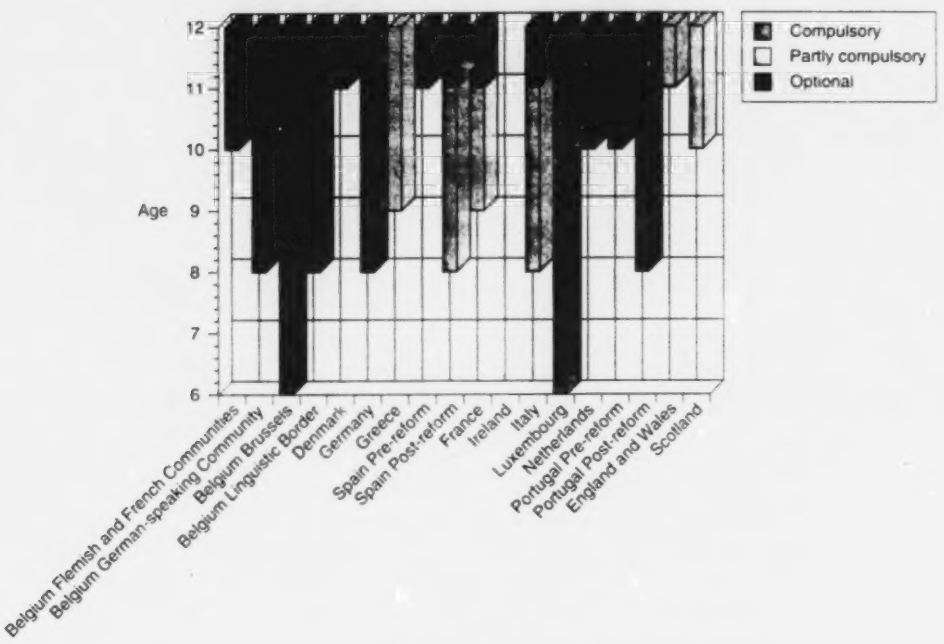
The age at which foreign language teaching begins thus varies considerably from one Member State to another, but is generally between 8 and 11 years old. A few of the recently introduced reforms or national experiments involve pupils younger than those in other Member States for whom foreign language teaching was already compulsory.

In Member States where the teaching of foreign languages was already compulsory, there is little or no choice of languages to be studied - English in Denmark and the Netherlands; one of the national languages in Belgium (Dutch,French and German) - plus English in the French-speaking Community; and German and French in Luxembourg.

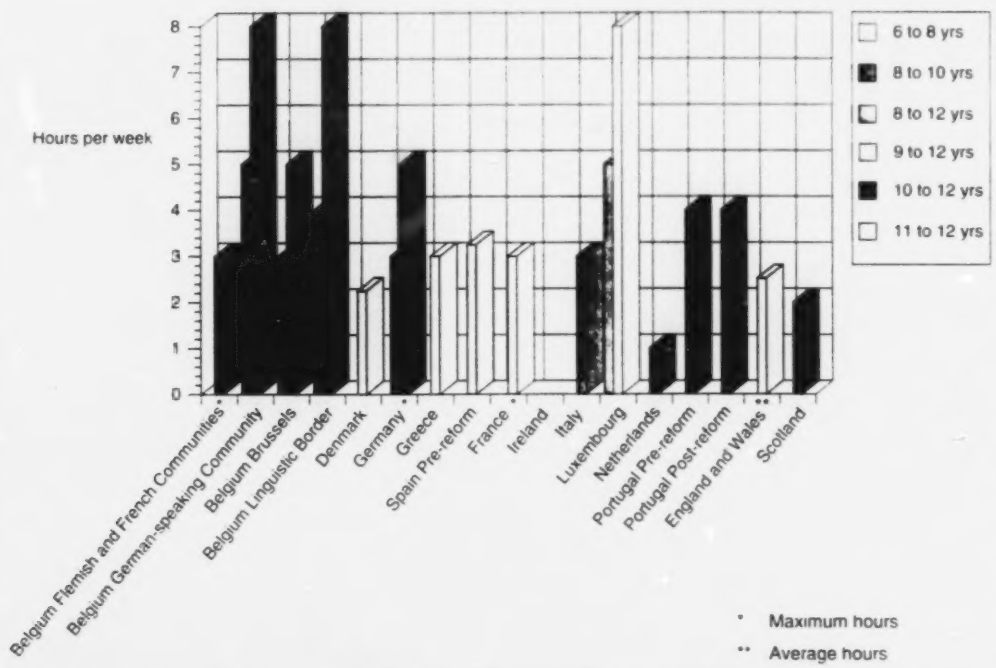
Elsewhere, the foreign language most taught at primary level is English. French may also be offered in Germany, Greece, Spain, Italy and Portugal (and is the most taught in English-speaking countries). In a very few instances, the study of other foreign languages is officially possible, but extremely rare - German in Spain, France, Italy, Portugal and Scotland; Spanish in France, Italy and Scotland; Italian, Portuguese and Russian in France; and Danish in Germany.

Foreign languages are generally taught for 2-3 hours per week. In certain areas of Belgium and in Luxembourg, they are taught for up to 5-8 hours per week.

TEACHING OF ONE FOREIGN LANGUAGE TO PUPILS AGED 6 TO 12 YEARS OLD



HOURS PER WEEK ONE FOREIGN LANGUAGE IS TAUGHT TO PUPILS AGED 6 TO 12 YEARS OLD



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In Luxembourg, German also becomes the teaching language for other subjects. In Belgium, there are experiments in the linguistic immersion of French-speaking pupils in English and Dutch at primary and pre-school level.

In most Member States, **primary teachers** follow an academic and pedagogical course of initial **training** for 3-4 years - at non-university teacher training institutions in Belgium, Denmark, Italy, Luxembourg, the Netherlands and Portugal; at university level in Spain, Ireland and Greece. In Germany, France (as from 1992), Portugal (for the final years of primary education), and the United Kingdom, training usually comprises an academic course in the language(s) concerned at a university for 3-4 years, followed by a post-graduate teacher training course of 1-2 years.

In those Member States where the teaching of modern foreign languages was already compulsory, the teacher is a general primary school teacher whose initial training either automatically includes foreign languages (Denmark, Luxembourg and the Netherlands), or allows for specialization in one or more foreign languages (Belgium, Spain and Portugal).

In the Member States which have recently introduced, or are in the process of introducing, foreign language teaching at this level, the appropriate training of a sufficient number of teachers is a major concern. In some cases, the initial training of future teachers is being adapted to the new requirements (Spain and France); in others, primary school teachers already in service have undergone or are undergoing special retraining (Italy, the Netherlands and Scotland). In addition, teachers initially trained to teach foreign languages at secondary level are teaching in primary schools (Greece, France and Scotland).

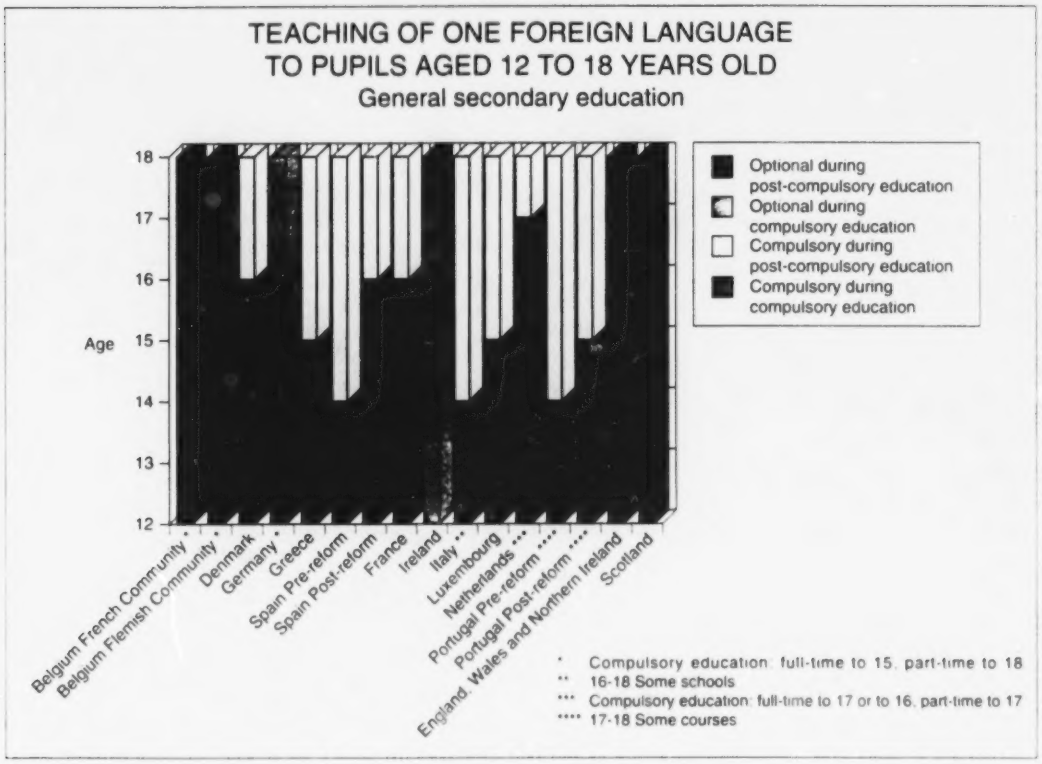
SECONDARY EDUCATION

Most pupils in all Member States have the opportunity to learn at least one modern foreign language from the 1st year of secondary education (11 or 12 years old in most Member States, 10 years old in most *Länder* in Germany). With the exception of Ireland (both Irish and English remain compulsory), the study of a first foreign language has become, or is becoming, compulsory in all countries.

Throughout the United Kingdom, the compulsory study of one modern foreign language will be introduced from the 1992-93 school year for all pupils in compulsory secondary education. In all other Member States, the first foreign language is already compulsory, at least until the end of compulsory general secondary education.

In many countries, the first foreign language continues to be compulsory until the end of the final year (Belgium, Greece, Spain, France, Luxembourg, and certain courses in Portugal) or the penultimate year (Denmark) of **general secondary education**. In the Netherlands, one foreign language must be taken in the final examinations, but not necessarily the first one. In Germany, one foreign language is a compulsory option at upper secondary level. In Italy, it is compulsory until the end of some upper secondary schools and extended in others through pilot projects.

In those countries where the first modern foreign language is not compulsory for all pupils until the end of the final year, it may, in most cases, be studied optionally.



In several Member States, a second modern foreign language is also compulsory - until the final year of general secondary education in the Flemish Community of Belgium and in Luxembourg, until the penultimate year in Denmark, the last two years in the Netherlands, and in certain schools/courses in Germany, Greece and France.

In the Netherlands, there are proposals to make two modern foreign languages compulsory in the final examination, and in Greece, the Ministry of Education is considering making a second foreign language compulsory for all pupils.

In Portugal, a second foreign language has been compulsory for all pupils at compulsory lower secondary level; according to the educational reform, pupils may henceforth postpone the study of a second foreign language until the post-compulsory upper secondary level. Similarly, at lower secondary level in France, pupils may choose to reinforce the first foreign language rather than begin a second.

In certain schools/courses in Germany, Greece, Spain, Ireland, Italy and the United Kingdom, a second foreign language may be studied as an optional subject.

In some Member States, pupils have the opportunity to learn a third foreign language. In Luxembourg, the third foreign language is compulsory from the 2nd to the final year of general secondary education. A third foreign language is compulsory from the 3rd year to the last two years in the Netherlands (the possibility of making three foreign languages compulsory in the first three years of all types of secondary education is being discussed), and in certain schools/courses in Denmark, Germany and France. A third language may be offered, at least in theory, as an optional subject at upper secondary level in these countries, Belgium and the United Kingdom.

The most widespread first foreign language at secondary level continues to be English; it is compulsory in Denmark and the Netherlands, and may be offered in all other Member States except parts of Belgium where one of the national languages is compulsory, and Luxembourg where German is compulsory. It is followed

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in a few instances by French, which may be offered in all Member States except Denmark, Luxembourg and the Netherlands, and is usually the first foreign language in English-speaking countries; and to a lesser extent by German and Spanish. Other languages, mostly Italian, are offered in a very small number of schools. German may be offered in parts of Belgium, France, Ireland, Italy, Portugal and the United Kingdom; Spanish in Germany, France, Ireland, Italy and the United Kingdom; and Italian in Spain, France, Ireland and the United Kingdom. Portuguese may be offered in Spain and, together with the remaining EC working languages (and other languages), may also be offered officially in France and England and Wales.

The choice of second foreign language is usually between German, Spanish and Italian (as well as English and French) and, in a few cases, also Russian and various others. French is compulsory in Luxembourg and the Netherlands. German in a few schools in Greece, and German or French in Denmark. Otherwise, the choice of second foreign language is mostly the same as for the first foreign language, with the addition of Spanish in the French Community of Belgium, Denmark, Germany and Portugal (on an experimental basis); and Italian in the French Community of Belgium, Germany, Denmark and Greece. Danish, Dutch, Portuguese and Russian may also be offered in some schools in Germany where the second foreign language is optional.

English is the compulsory third foreign language in Luxembourg, and German in the Netherlands. Elsewhere, where the third foreign language is usually optional, the choice of languages is as for the second foreign language, with the addition of Spanish and Italian in the Flemish Community of Belgium and Denmark; Russian in Belgium and Denmark; and Modern Greek as an optional subject at upper secondary level in Germany.

In Luxembourg, pupils may study a fourth foreign language as an optional subject (Spanish or Italian) at upper secondary level. German continues to be the teaching language at lower secondary level and French at upper secondary level.

In some Member States, it seems that, in theory at least, efforts are being made to diversify the offer of modern foreign languages. However, even in these countries, it is not always possible to offer pupils more than two or three languages. In practical terms, this is mostly due to the insufficient number of suitably qualified teachers, but, more generally, it is also because of the low status accorded to certain languages by all concerned, from industry and the educational authorities to pupils and their families.

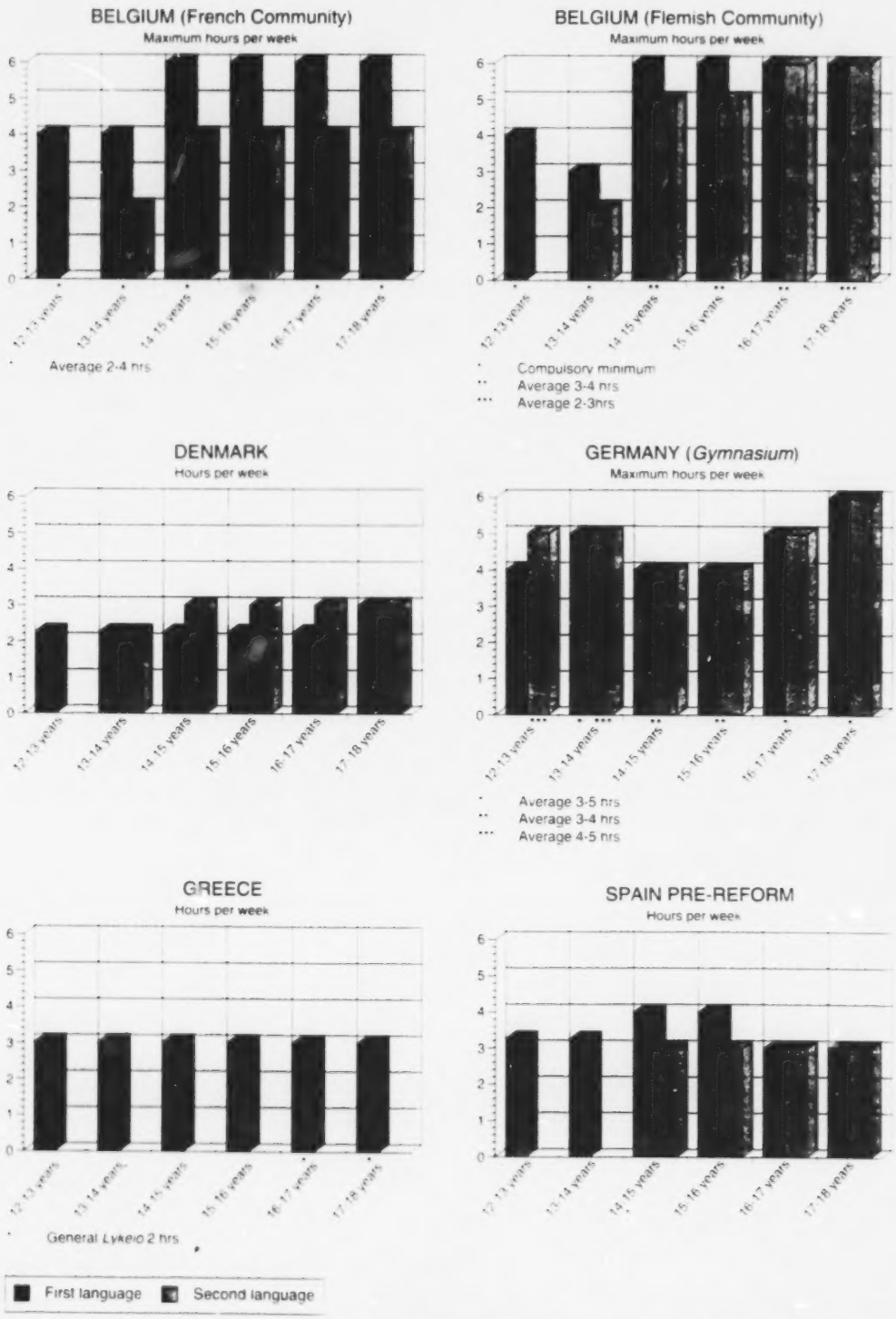
In most cases, there is more choice when the foreign language is offered as an optional subject; the dominant languages are offered when the language is compulsory, others are offered as optional subjects in addition.

The time devoted to modern foreign language teaching does vary, but first and second foreign languages are generally taught for 3-4 hours per week at secondary level; slightly less time may be devoted to foreign language teaching in certain years or sections, and to the third language. Exceptionally, foreign languages may be studied for up to 6 hours, often depending on the options chosen.

There are certain recent changes in the compulsory or optional nature of some foreign languages and the number of hours/years for which they are taught. In a few cases, the provision of modern foreign language teaching would seem to have increased, but in others, it has even been reduced, apparently in favour of other subjects in the curriculum.

HOURS PER WEEK TWO FOREIGN LANGUAGES ARE TAUGHT TO PUPILS AGED 12 TO 18 YEARS OLD

General secondary education



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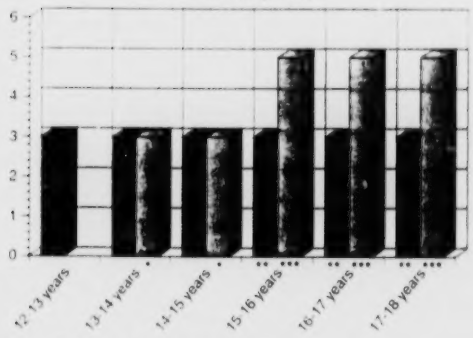
HOURS PER WEEK TWO FOREIGN LANGUAGES ARE TAUGHT TO PUPILS AGED 12 TO 18 YEARS OLD

General secondary education

FRANCE

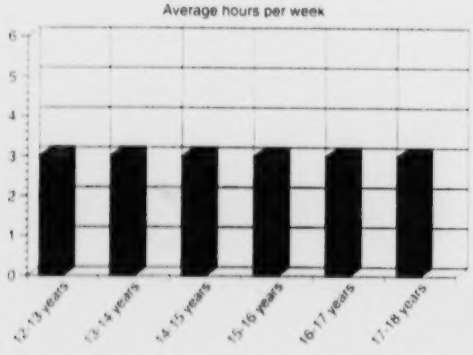
Maximum hours per week



* Or 5 hrs of first foreign language
** 2-3 hrs
*** 3-5 hrs

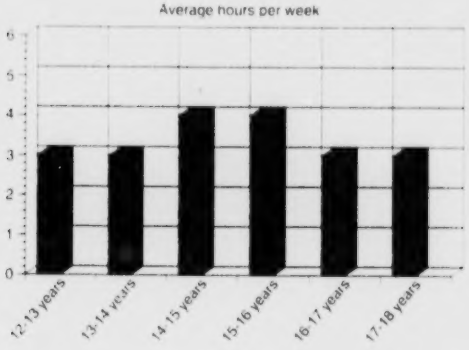
IRELAND

Average hours per week



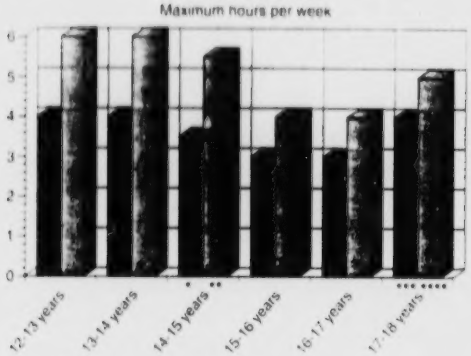
ITALY

Average hours per week



LUXEMBOURG

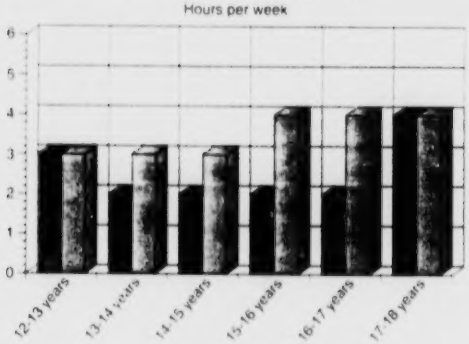
Maximum hours per week



* Classical 3hrs modern 3 1/2 hrs
** Classical 4 1/2 hrs modern 5 1/2 hrs
*** Average 3-4 hrs
**** Average 3-5 hrs

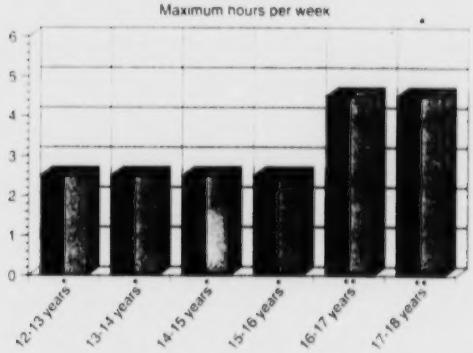
PORTUGAL PRE-REFORM

Hours per week



UNITED KINGDOM

Maximum hours per week



* Average hrs (England and Wales)
** 21/2 - 41/2 hrs (England, Wales and Northern Ireland)
Scotland:
- First language 21/2 - 31/2 hrs
- Second language 4 - 4 1/2 hrs

■ First language ❒ Second language

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One foreign language is also compulsory in most Member States for the majority of pupils in **technical-vocational secondary education** - until the final year in Greece, Spain, France and Luxembourg, and some schools/courses in Belgium, Denmark, Germany, Italy, the Netherlands and Portugal, and for some years in others.

A second foreign language is compulsory for most pupils until the end of technical-vocational education in the Flemish Community of Belgium and Luxembourg, and in some schools/courses in Denmark, Italy, the Netherlands and Portugal. It is optional in some schools/courses in Denmark and Germany.

A third foreign language is compulsory for most pupils in technical secondary education in Luxembourg, and in some technical schools in Italy.

The choice of languages is even more likely to be limited to English and French, and sometimes German, than in general secondary education. Spanish may officially be offered as the first foreign language in France and Italy. Italian, Portuguese, Dutch and Russian may also be offered in France. Other languages may be offered as optional second foreign languages - Spanish in Denmark, Germany and the Netherlands; and Italian, Danish, Swedish and Russian in Germany. The languages are also more likely to be studied for fewer hours, except in certain courses where they are specifically relevant.

The **teacher** at **secondary level** is a specialist in at least one modern foreign language, sometimes two. This often depends on whether s/he teaches at "lower secondary" level or "upper secondary" level; some Member States differentiate, others do not.

In Belgium, Denmark and the Netherlands, teachers at lower secondary level receive **initial training** at non-university teacher training institutions for 3 or 4 years, while upper secondary teachers are trained at universities. In the other Member States, all secondary teachers are trained at universities. In most cases, training comprises an academic course in the language(s) concerned, followed by a post-graduate teacher training course. The academic course usually lasts 3 or 4 years (Belgium, Greece, France, Ireland, Italy, Luxembourg, the Netherlands and the United Kingdom); it lasts 5 years in Denmark and Spain, 5-6 years in Portugal and 3-5 years in Germany. Teacher training usually lasts 1 year; in Denmark, it lasts 5 months, in France (as from 1992) and Germany, it lasts up to 2 years, and in Luxembourg, it lasts 3 years.

In Greece, Italy and Portugal, teachers may have access to the teaching profession before undergoing a specific course of teacher training.

As at primary level, changes in foreign language provision are often reflected in teacher training. For example, in the United Kingdom, there has recently been a significant increase in the number of entrants to initial teacher training in foreign languages.

In some Member States, students of modern foreign languages spend time in the country whose language they intend to teach as part of their initial qualification. In Scotland, and normally in the rest of the United Kingdom, future teachers are required to spend time abroad. In Germany, time abroad is strongly recommended, and is sometimes compulsory. In other Member States, time abroad is optional.

Students mainly spend the period abroad as a foreign language assistant in a school or other educational institution, or study at a university. The majority of Member States are now involved in the exchange of foreign language assistants, but not all to the same extent - Germany, France and the United Kingdom are still the dominant partners, followed by Spain, Ireland and Italy, and to a much less extent by Belgium, Denmark, the Netherlands and Portugal. Some foreign language students study abroad with the support of the LINGUA and ERASMUS programmes.

Most **in-service teacher training** takes place in the teacher's own country, is optional, and focuses on methodology rather than language skills. Some in-service training is compulsory for teachers in Germany, Greece, Luxembourg, Portugal and the United Kingdom.

In-service training usually comprises courses of varying length (mostly short) or conferences organized by language teachers' associations, teacher training institutions, universities or the Ministry of Education or its delegated bodies, sometimes in collaboration with the competent foreign cultural organization or embassy.

A limited number of foreign language teachers from several Member States - Belgium, Denmark, Germany, Spain, France, Ireland, Italy, Portugal (on an experimental basis) and the United Kingdom - have the opportunity to participate in in-service training courses, study visits or teacher exchanges in the country whose language they teach. The target countries, for obvious reasons, are primarily Germany, France and the United Kingdom, to a lesser extent Spain, Ireland and Italy, although all other Member States except Luxembourg are now mentioned by at least one country.

Teacher exchanges are mostly post-to-post, not least because of the difficulties associated with replacing the teacher in the sending school. There are also unilateral stays as guest teachers. The countries most involved are Germany, Spain, France, Ireland, Italy and the United Kingdom; also Belgium and Denmark, plus the Netherlands and Portugal to a lesser extent. (In 1992, the Netherlands initiated an official policy on teacher exchanges.)

In-service training abroad and exchanges are usually organized by the Ministry of Education of the countries concerned, and/or its delegated bodies (inspectorate, official exchange organization).

Teachers from all Member States participate in training courses abroad or exchanges organized within the context of EC programmes, teachers of modern foreign languages under the LINGUA programme in particular.

In-service training practices continue to vary from one Member State to another. However, despite persistent technical, administrative and financial complications, training courses and exchanges abroad have apparently increased in number and involve more Member States.

There are **exchanges** of individual **pupils**, groups and schools between most Member States, although the forms and numbers involved vary considerably. Some exchanges are arranged systematically by the education authorities; many are arranged privately or locally. Most take place at secondary, especially upper secondary, level and last for 2-3 weeks. There is again an evident dominance of exchanges with countries whose languages are most taught.

Pupil exchanges have been strengthened with the assistance of LINGUA and other EC programmes.

BELGIUM

1. In Belgium, there are three Communities (French, Flemish and German-speaking), three regions (Wallonia, Flanders and Brussels) and three national languages - French (spoken in Wallonia and Brussels), Dutch (spoken in Flanders and Brussels), and German (spoken in the German-speaking Community). In addition, there are several communes with a special linguistic regime. As of 1 January 1989, responsibility for educational matters was transferred to the three Communities.

The teaching language is that of the Community concerned: in the German-speaking Community, it is German in German-speaking schools and French in French-speaking schools. (The second language (first foreign language) is French in German-speaking schools and German in French-speaking schools). In Brussels and in communes on the linguistic border with a special linguistic regime, the teaching language is French in French-speaking schools and Dutch in Dutch-speaking schools.

PROVISION OF LANGUAGE TEACHING

Flemish Community

2. At primary level (6-12 year olds), in Flanders (Dutch-speaking area), French is optional from the age of 10, but is taught in virtually all primary schools. It is taught at the most for 3 hours per week (three periods of fifty minutes). In Brussels, French is **compulsory** for Dutch-speaking pupils from the age of 8 (3rd year of schooling) for 3 hours per week in the second stage (3rd and 4th years of schooling) and for 5 hours per week in the third stage (5th and 6th years of schooling). Schools in Brussels may teach spoken French (optional) from the 1st year for 2 hours per week.

In areas on the Dutch/French linguistic border (French-speaking residents are allowed to handle all official matters in French instead of Dutch), pupils **must** study French from the 3rd year - for 4 hours per week in the second stage and for 8 hours per week in the third stage.

3. Secondary education (12-18 year olds) in the Flemish Community is in transition. A single structure is gradually replacing the different structures of Type I and Type II secondary education. Type I and the single structure both comprise three stages of 2 years, while Type II comprises 2 cycles of 3 years.

During the 1991-92 school year, the 1st year of the second stage of the single structure has been introduced. The 4th year of Type I and Type II has been started for the last time. The timetable for the second and third stages of Type I still applies temporarily. By the beginning of the 1994-95 school year, all secondary schools of the Flemish Community will have adopted the single structure.

Type I

4. In the second stage of general secondary education, French and English are **compulsory** for all pupils for 3-4 hours per week each. In certain sections of study, German or Spanish are compulsory for 1 or 2 hours per week, Russian or Italian for 1 hour per week, and French or English for an additional 1 hour per week.

In the third stage of general secondary education, French and English are **compulsory** for all pupils for 2-3 hours per week. In certain sections, they are compulsory for up to 5 hours per week, and German, Italian, Spanish or Russian for 4 hours per week. Pupils may choose to study French or English as "additional activities" for 1-2 hours per week, Italian, Spanish or Russian for 2 hours per week.

In the second stage of vocational secondary education, no languages are compulsory for all pupils. French and English are compulsory in certain sections for 1-3 hours per week. Pupils may choose to study them as "additional activities" for 1-2 hours per week.

In the second stage of artistic secondary education, French and English are **compulsory** for all pupils for 3 hours per week. They are compulsory in certain sections for an additional 2-3 hours per week.

In the second stage of technical secondary education, French and English are **compulsory** for 2 hours per week. In certain sections, they are compulsory for an additional 3-4 hours per week.

5. Legally and theoretically, a choice exists of six languages (French, English, German, Spanish, Italian and Russian) but, in practice, most schools are only able to offer the first three.

In the 1989-90 and 1990-91 school years, the number of pupils in general, technical, vocational and artistic secondary education, Type I and Type II, studying modern foreign languages was as follows[1]:

	1989-90	1990-91
French	233,608	240,629
English	188,300	195,802
German	83,685	82,712
Spanish	1,119	873
Italian	50	-
Russian	-	-
Total pupils	447,106	426,325

Single structure

6. In the first stage, French is **compulsory** for all pupils for a minimum of 4 hours per week in the 1st year and 3 hours per week in the 2nd year. English is compulsory for all pupils from the 2nd year for a minimum of 2 hours per week. Pupils may choose to study both languages for more hours optionally.

In the second stage, in general secondary education, French is **compulsory** for all pupils for a minimum of 3 hours per week in both years and English is **compulsory** for all pupils for a minimum of 2 hours per week in both years. In certain sections, pupils must study both these languages for a minimum of 4 and 3 hours per week respectively, and must also study German for a minimum of one hour per week in the 2nd year (4th year of secondary education, 10th year of schooling). Pupils may choose to study up to 2 hours more optionally.

In technical secondary education, all pupils **must** study French or English for a minimum of 2 hours per week. In certain sections, pupils must study English and/or French for an additional 1-4 hours per week.

In artistic secondary education, all pupils **must** study French or English for a minimum of 2 hours per week. In certain sections, pupils must study English and/or French for an additional 2-4 hours per week.

In vocational secondary education, no languages are compulsory for all pupils. In one section, pupils must study French and English, and in another section they must study French for a minimum of 2 hours per week.

No information is available for the third stage.

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1 These figures exclude special education.

French Community

7. At primary level (6-12 year olds), in the French Community, a second language (first foreign language) - Dutch, German or English - may be taught from the 5th year for a maximum of 3 hours per week.

Since the end of the 1980s, the French Community has been encouraging the organization of language courses at primary level by allocating additional staff to schools who so request. These teachers either teach a foreign language or replace a class teacher when s/he teaches a foreign language or follows in-service training in order to do so. They represent over a hundred full-time additional staff.

Schools may also undertake pilot projects in early language learning, in particular for the linguistic immersion of pupils in English or Dutch, during the first years of primary education or nursery education. Projects accepted by the Ministry receive additional staff and the pedagogical assistance of a Committee of experts.

In Brussels, Dutch is **compulsory** for French-speaking pupils from the 3rd year. It is taught for 3 hours per week in the second stage (3rd and 4th years) and for 5 hours per week in the third stage (5th and 6th years). Schools can teach Dutch optionally from the first stage (1st and 2nd years) for 2 hours per week.

In communes bordering the German-speaking area, the regime is the same but the second language may be Dutch or German.

In communes on the French/Dutch linguistic border, the second language, ie. Dutch, is also **compulsory**. It is taught for 4 hours per week in the second stage and for 8 hours per week in the third stage.

8. In Type I general secondary education (12-18 year olds), a second language (first foreign language) is **compulsory** for all pupils from the 1st year. In the French Community, this can be Dutch, English or German. In Brussels, it is always Dutch. It is taught for 2-4 hours per week from the 1st to 6th years (7th to 12th years of schooling). Pupils in certain sections must study it for an additional 2 hours per week from the 3rd to 6th years. From the 2nd common year or the 3rd year of general education, pupils may study a third language (second foreign language) as an optional subject. This may be Dutch, English, German, Italian, Spanish or Arabic in the French-speaking region; English, German, Italian, Spanish or Arabic in Brussels. It is taught for 2 hours per week in the 2nd year and for 2-4 hours from the 3rd to the 6th year.

From the 4th year, pupils may study a fourth language (third foreign language) as an optional subject. The choice of languages is as for the third language with the addition of Russian. It is taught for 2 or 4 hours per week

In the 1990-91 school year[1], in the 1st year, 14,942 pupils studied a second language for 4 hours per week (the second language course is compulsory for 4 hours per week in the 1st year of ordinary secondary education of the French Community except in some reception classes). In the 2nd year, 13,431 pupils studied a second language for 4 hours and 254 for 2 hours per week. In the 6th year, the figures were 5,812 and 793 respectively. 11,000 pupils studied a third language in the 2nd year, 5,683 studied it for 4 hours and 2,795 for 2 hours per week in the 3rd year. In the 6th year, the figures were 3,350 and 1,513 pupils respectively. In the 4th year, 1,862 pupils studied a fourth language for 4 hours and 613 for 2 hours per week. In the 6th year, the figures were 1,175 and 133 pupils respectively.

9. In Type I technical secondary education, languages are taught for 2-6 hours per week depending on the section of study. In the 1st and 2nd years, education is the same as that in Type I general secondary education.

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1 Figures only concern ordinary secondary education (ie. not special secondary education) organized and financed by the French Community , which accounts for approximately one quarter of all schools in the French Community.

10. Type II secondary education, comprising 2 cycles of three years (for 12-18 year olds), continues to be used in several public schools subsidized by the French Community. In Type II general secondary education, the first foreign language is **compulsory** for all pupils from the 1st to the 6th year for 3-5 hours per week depending on the section of study. The second foreign language may be taught from the 2nd to the 6th year for 2-3 hours per week depending on the section of study.

The third foreign language may be taught from the 3rd to the 6th year for 1-3 hours per week in some sections. It is compulsory in the economic science section but optional in the others.

The number of pupils studying modern foreign languages in 1990-91, all years and types, was as follows:

Dutch	48.250
English	47.559
German	4.825
Spanish	2.970
Italian	482
Arabic	22
Russian	20

INITIAL TEACHER TRAINING

11. Teachers for primary level receive initial training at a non-university teacher training college (*institut d'enseignement supérieur pédagogique - école normale primaire/lagere normaalschool*) for 3 years. This includes academic and pedagogical training and teaching practice. Primary teachers who are qualified to teach languages have a general primary school teaching diploma which also sanctions tests passed in the language(s) to be taught. (Some are trained as lower secondary teachers.)

12. Teachers for lower secondary level receive initial training at a non-university teacher training college (*institut d'enseignement supérieur pédagogique - école normale secondaire/ middelbare normaalschool*) for 3 years. This includes academic and pedagogical training and teaching practice. Teachers of Dutch, English, French and German have a lower secondary teaching diploma and specialize in the language(s) to be taught. Teachers of Spanish and Italian are university graduates (see upper secondary).

13. Teachers for upper secondary level follow an academic training at a university for 4 years in 2 languages and 1 year of pedagogical training, including teaching practice. The pedagogical training is not full-time and may be carried out at the same time as the last year of academic training or afterwards. In the former case, it may be spread over 2 years - theoretical training at the same time as the last year of academic training and 1 year of practical training afterwards. In the latter, it lasts a total of 1 year. The four years of academic training lead to a university degree; the pedagogical training leads to an upper secondary teaching diploma.

14. There are no exchanges of foreign language assistants between the Flemish Community and other Member States. There are exchanges of foreign language assistants between the French Community and EC countries whose language is taught (Germany, Spain, Italy and the United Kingdom).

In 1990-91 and 1991-92, the following number of Belgian foreign language students studied abroad under the **LINGUA** programme:

	1990-91	1991-92
Germany	31	53
Denmark	8	3
Greece	4	5
Spain	22	65
France	-	4
Ireland	8	14
Italy	-	5
Luxembourg	-	-
Netherlands	28	25
Portugal	2	11
United Kingdom	43	66
Total	146	251

IN-SERVICE TEACHER TRAINING

In Belgium

15. There are optional courses of varying length, organized in Belgium by the Inspectorate, for teachers of Dutch, French and English in the Flemish Community, and for teachers of Dutch, English, German, Italian and Spanish in the French Community. At primary level, there are compulsory 1-day conferences. Other optional courses are organized by various institutions such as Universities, the British Council, the *Goethe-Institut*, etc.

In another Member State

16. There are also optional courses and seminars in Germany, France, the Netherlands and the United Kingdom for Dutch-speaking teachers, and in Germany, Spain, Italy, the Netherlands and the United Kingdom for French-speaking teachers, organized within the framework of cultural agreements or at individual initiative. There are optional exchanges of Dutch-speaking teachers with Germany, France, the Netherlands and the United Kingdom, and of French-speaking teachers with Germany, Spain, Italy, the Netherlands and the United Kingdom, organized by the Association for the Promotion of Education and Training Abroad under the aegis of the Commissariat General for International Relations.

In 1990-91, 7 teachers from the Flemish Community participated in in-service training under the **LINGUA** programme (1 in Greece, 3 in France, 1 in Italy and 2 in the United Kingdom). In 1991-92, the number is expected to rise to 40.

In 1990-91, 11 teachers from the French Community participated in in-service training under the **LINGUA** programme (3 in Germany and Spain, and 5 in the United Kingdom). In 1991-92, the number is expected to rise to 60.

PUPIL EXCHANGES

17. There are exchanges of secondary school pupils, lasting 7 to 14 days, organized within the context of "Euroklassen 1992" by the Ministry of Education of the Flemish Community.

In the French Community, there are regular exchanges of secondary pupils with partner establishments in a number of European countries. Class exchanges last up to 2 weeks, individual exchanges up to 6 weeks.

In 1990-91, 104 young Dutch-speaking Belgians participated in exchanges under the **LINGUA** programme (12 in France, 16 in Ireland, 37 in Italy and 39 in the United Kingdom). 16 young French-speaking Belgians went to Spain.

DENMARK

PROVISION OF LANGUAGE TEACHING

1. The Danish education system does not differentiate between primary and lower secondary education. At this level, education mainly takes place in the *Folkeskole*: this comprises nine years of compulsory primary and lower secondary education (for 7-16 year olds) combined with a supplementary optional tenth year and an optional pre-school class. The pupils remain in the initial grouping throughout their entire school career. Two courses of different content but with the same number of lessons per week, basic and advanced course, can be offered in English and German in the 8th, 9th and 10th years. 50% of all schools make this offer.

2. One foreign language - English - is **compulsory** for all pupils from the 5th year (11-12 year olds) to the 9th year of the *Folkeskole*, and it is optional in the 10th year. A second foreign language (German) is offered from the 7th year, and a third foreign language (French) in the 10th year. Both are optional but German is necessary for entrance to the *Gymnasium* (see 4. below). From August 1987, on an experimental basis, French was introduced as an alternative to German (most pupils still choose German), and German as an alternative to French in the 10th year. English is taught for 2 1/4 hours per week throughout, the second foreign language, German or French, for 2 1/4 hours per week in the 7th year and for 3 hours per week in the 8th to 10th years, and the third foreign language for 3 hours per week in the 10th year.

   Around 80% of pupils study German and 30% study French. 25.000-30.000 *Folkeskole* teachers are involved in language teaching.

3. Education at upper secondary level is divided into general and vocational education. The two most common types of general upper secondary education are the three-year courses at the *Gymnasium* (16-19 or 17-20 year olds) and the two-year courses leading to the Higher Preparatory Examination (*Højere Forberedelseseksamen - HF*) (17-19 year olds).

4. The *Gymnasium* is divided into two main lines: languages and mathematics. Instruction is provided both in compulsory subjects which are common to all students in the languages and the mathematics lines, and in optional subjects which are taught at two different levels: higher and intermediate level. The students choose one optional subject after the 1st year and two to three optional subjects after the 2nd year. All students must choose a minimum of two optional subjects at higher level. In the languages line, at least one of the subjects at higher level must be a foreign language.

   In the 1st and 2nd years, in the languages line, the first foreign language - English - is **compulsory**. A second foreign language is **compulsory** at higher level - usually German, but also French - and a third foreign language is compulsory from beginner level - French, German, Spanish, Russian or Italian (or Japanese as an experiment). All are taught for 3 hours per week for two years.

   In the mathematics line, the first foreign language - English - is **compulsory**. A second foreign language is also **compulsory**; it may be studied at higher level (German or French) or from beginner level (French, German, Spanish, Italian or Russian). English is taught for 2 1/2 hours per week in the 1st year and for 3 hours per week in the 2nd year, and the second foreign language is taught for 3 hours per week for two years.

   In the 3rd year, the first, second and third foreign languages are optional subjects at higher level in both lines. They are taught for 3 3/4 hours per week. A language chosen in the 3rd year must have been studied in the 1st and 2nd years.

5. The *HF*-course includes compulsory (common core) and optional subjects.

Since the 1991-92 school year, two foreign languages are **compulsory** in the 1st year of the *HF*-course - English and German or French - for 3 hours per week each. In the 2nd year, they are taught as optional subjects for 3 hours per week. An optional third foreign language - French/German, Spanish, Russian or Italian - is taught from beginner level for 3 hours per week in both years.

Until the 1991-92 school year, the first foreign language - English - was taught as a common core subject for 2 1/4 to 3 hours per week, and as an optional subject for 3 hours per week in the 2nd semester and for 5 1/2 hours per week in the 2nd year. The second foreign language - German - was taught as a common core subject for 2 1/4 hours per week in the 1st year, and as an optional subject for 3 3/4 hours per week in the 2nd year.

A third foreign language, either French, Russian, Spanish or Italian, was taught as an optional subject for 2 1/4 hours per week in the 2nd semester and for 3 hours per week in the 2nd year. All students **had to** study either English or German.

6. In the 1986-87 and 1990-91 school years, the number of students studying modern foreign languages in general upper secondary education was as follows:

		Gymnasium	*HF*-Course
English	1986-87	30,104	11,565
	1990-91	57,491	14,576
German	1986-87	15,151	6,935
	1990-91	38,135	14,576
French	1986-87	50,807	809
	1990-91	33,934 *	1,785 *
Spanish	1986-87	3,339	328
	1990-91	10,802 *	1,829 *
Italian	1986-87	146	66
	1990-91	498 *	-*

* estimated figures. It is assumed that the same language is chosen in the 1st and 2nd years.

In the 1987-88 and 1990-91 school years, the number of teachers of modern foreign languages (*Gymnasium* + *HF*-course) was as follows:

	1987-88	1990-91
	* **	* **
English	1,189 (101)	1,356 (154)
German	654 (73)	786 (55)
French	819 (108)	800 (132)
Spanish	75 (12)	214 (19)
Italian	8 (5)	20 (10)

* Employed teachers with major subject of their degree in the language concerned.

** Unemployed teachers with major subject of their degree in the language concerned.

7. Commercial and technical vocational education and training are based on a sandwich-type course where theoretical education at a vocational school/college alternates with practical training in a firm. The first year of technical and commercial schools comprises a basic course of two school periods (2 x 20 weeks).

Commercial and technical schools/colleges also offer two-year courses leading to the Higher Commercial Examination (*Højere handelseksamen - HHX*) and Higher Technical Examination (*Højere tekniskeksamen - HTX*). *HHX* and *HTX* comprise general and vocationally-oriented subjects, and a completed examination qualifies for admission to higher education.

In the first year at the technical schools, one foreign language - English or German - is **compulsory** for a total of 45 hours. A second foreign language - English, German or French -is optional and taught for a total of 30-120 hours.

In the first year at the commercial schools, English is **compulsory** and a second foreign language - German, French or Spanish - is optional. Each language is taught for a total of 105 hours.

In the two-year courses leading to *HTX* and *HHX*, languages are studied to three levels: A, B and C. Depending on the level reached before entering upper secondary education, A level requires 210-310 hours of study, B level 100-310 hours, and C level 100-200 hours.

In the *HTX*-course, English is **compulsory** to level C and optional to level B. German or French is optional to level C and level B.

In the *HHX*-course, two foreign languages are **compulsory**: English to level B and German, French or Spanish to level C. English may be studied to level A and the chosen second language to level B or A.

INITIAL TEACHER TRAINING

8. Teachers for the *Folkeskole* receive initial training in a non-university teacher training college for 4 years. This includes academic and pedagogical training and 16 weeks' teaching practice. All teachers are specialized in two compulsory subjects (this may include languages - English, German or French), and are qualified to teach all compulsory subjects.

Teachers for the *Gymnasium* and *HF*-course follow an academic training at a university for five years (leading to a degree in one major and one minor subject), plus a 5-month post-graduate course of pedagogical training including 90 hours' teaching practice.

Teachers for the technical and commercial schools receive initial training either in a non-university teacher training college or a university, like teachers for the *Folkeskole* and *Gymnasium*. As a minimum, the level of training must correspond to a university degree, minor subject.

In 1987, 1988-89 and 1990-91, the number of students training to teach modern foreign languages was as follows:

	Teacher-training college		University *	
	1987	1988-89	1987	1990-91
English	550-675	570	1.260	1.318
German	250-300	213	462	526
French	143	93	769	714
Spanish	-	-	419	452
Italian			184	219
Portuguese			37	78
Greek			71	63

* Total number of students studying the languages in question - not all will take the postgraduate course

9. Optional periods abroad for intending *Folkeskole* teachers may be organized privately or locally.

Intending *Gymnasium* and *HF*-course teachers may take part in optional periods abroad, ranging from 1 month to 1 year, which are organized privately or locally, sometimes under the ERASMUS or LINGUA programmes. The same applies for intending teachers for the technical and commercial schools who follow university-level studies.

In 1990-91 and 1991-92, the following number of Danish foreign language students studied abroad under the **LINGUA** programme:

	1990-91	1991-92
Belgium	-	9
Germany	12	19
Greece	8	7
Spain	4	6
France	2	7
Ireland	2	2
Italy	5	15
Luxembourg	-	-
Netherlands	-	4
Portugal	-	-
United Kingdom	20	12
Total	53	81

IN-SERVICE TEACHER TRAINING

In Denmark

10. In-service training for *Folkeskole* teachers comprises optional courses (short, 1 semester, 2 semesters or degree courses) organized by the Royal Danish School of Educational Studies, and meetings/short courses arranged by language teachers' associations and resource centres.

There are optional 1- or 3-day courses for *Gymnasium* and *HF*-course teachers of English, German, French and Spanish organized by teachers' associations in collaboration with the Ministry of Education, and 1- to 5-day courses (since 1986) for technical and commercial school teachers at the State Institute for the Educational Training of Vocational Teachers (*SEL*).

In another Member State

11. There are optional exchanges for primary and secondary school teachers either working together with a colleague in a foreign country or post-to-post ("short-term" - 2 weeks, "mid-term" - 2 to 3 months, "long-term" - 1/2 to 1 year), organized by the Information Centre for International Studies and Exchanges (ICU) in the context of cultural agreements. There are also optional week-courses every other year for *Gymnasium* teachers organized by teachers' associations and the Ministry together with foreign institutions.

Exchanges and training abroad take place under LINGUA and other EC programmes, eg. EC Secondary Teacher Exchange. In 1990-91, 11 Danish teachers participated in in-service training under the **LINGUA** programme.

PUPIL EXCHANGES

12. Exchanges of pupils may be arranged privately or locally by the school. 1-week study tours are arranged by general upper secondary schools. For students in technical and commercial schools, exchanges are arranged under LINGUA or other EC programmes, eg. PETRA and Youth for Europe.

In 1990-91, 50 young Danes participated in an exchange under the **LINGUA** programme.

FEDERAL REPUBLIC OF GERMANY

PROVISION OF LANGUAGE TEACHING

1. One foreign language may be taught from the 3rd year as an optional subject at the *Grundschule* (6-10 year olds, 6-12 year olds in Berlin and Brandenburg). The language is usually English (a number of schools in seven of the *Länder* offer early teaching in French), and it is taught for 2-3 hours per week. Similar courses are being developed in the new *Länder* of the Federal Republic of Germany.

   In the 1985-86 and 1989-90 school years, the number of pupils studying modern foreign languages was as follows:

	1985-86	1989-90
English	30,199	37,010
French	13,726	19,366
Danish		172

   In 1990, the number of teachers, full-time and part-time, of modern foreign languages was as follows:

English	3,143
French	73
Spanish	7
Dutch	1
Danish	22

2. In accordance with the relevant provisions of the agreement between the *Länder* on the standardization of education - the "Hamburg Agreement" of 28 October 1964, as last amended on 14 October 1971 - together with the supplementary agreements between the *Länder* and relevant *Land* regulations, foreign languages are an integral part of general education from the 5th year and a basic feature of general education from the 7th year at every type of school providing compulsory and post-compulsory education. In accordance with the Hamburg Agreement, continuous study of one foreign language is required to obtain the *Realschule* leaving certificate after the 10th year (*mittlerer Bildungsabschluss*); two languages are required for the *allgemeine Hochschulreife* (general university entrance examination).

3. One foreign language is taught at *Hauptschulen* (in general, 10-15 year olds). It is usually English, except in Saarland where it is French. French is offered as an option in Baden-Württemberg, Bavaria and Rheinland-Pfalz. Other optional foreign languages are Danish, Spanish, Italian, Dutch, Portuguese, Russian, Polish and Turkish (information referring to the 1990-91 school year, not yet including the new *Länder*). The language is taught for 4-5 hours per week in the 5th and 6th years, for 2-4 hours per week in the 7th, 8th and 9th years and for 3-4 hours per week in the 10th year.

4. One foreign language is **compulsory** at *Realschulen* (in general, 10-16 year olds). A second foreign language may be taught as a compulsory option or as an optional subject. Again, the first foreign language is generally English; it may be French. It is taught for 4-5 hours per week in the 5th and 6th years and for 3-4 hours per week in the 7th to 10th years. The second foreign language may be English, French or other optional languages: Danish, Spanish, Italian, Dutch, Russian, Polish or Turkish (information referring to the 1990-91 school year, not yet including the new *Länder*). It is taught for 3-5 hours per week in the 7th and 8th years and for 2-4 hours per week in the 9th and 10th years.

5. At *Gymnasien* (in general, 10-18 year olds), two or three foreign languages are **compulsory**, depending on the aims of the particular course.

   It should be noted that language teaching in the first and second foreign language at lower and intermediate *Gymnasium* level takes up a relatively high proportion of class hours per week (up to one third). The first foreign language may be English or French. It is taught for 5-6 hours per week in the 5th and 6th years, for 4 hours per week in the 7th year, for 3-5 hours per week in the 8th year and for 3-4 hours per week in the 9th and 10th years. The second foreign language may be French, English, Spanish or Russian. It is taught for 4-5 hours per week in the 7th and 8th years and for 3-4 hours per week in the 9th and 10th years. The third language may be Italian, Spanish or Russian. Taken as an optional subject, it may also be Danish, Dutch, Portuguese, Turkish, Polish, Japanese, Chinese, Hebrew or Rumanian at some schools (information referring to the 1990-91 school year, not yet including the new *Länder*). It is taught for 2-6 hours in the 9th year and for 2-5 hours in the 10th year.

   An even higher proportion can be devoted to language-oriented course work at upper *Gymnasium* level where students can establish areas of specialization within the extended range of courses on offer. Students are required to complete at least two (basic and advanced) semester courses in the chosen foreign language. Together with German and mathematics, a foreign language is one of the three subjects taught in the 11th to 13th years, from which pupils are required to select two and follow them through until the end of the upper level of the *Gymnasium*.

   Compulsory foreign languages offered include English, French, Italian, Spanish and Russian. They are taught for 3-5 hours in the 11th year and for 3 hours for a basic course and 5-6 hours for an advanced course in the 12th and 13th years.

   Additional, optional foreign languages, depending on the courses the *Länder* offer, include: Danish, Modern Greek, Dutch, Portuguese, Frisian, Lithuanian, Polish, Rumanian, Sorbian, Swedish, Czech, Hungarian, Arabic, Chinese, Hebrew, Modern Hebrew, Japanese and Turkish (information referring to the 1990-91 school year, including all 16 *Länder*).

6. At *Gesamtschulen*, foreign languages are taught as compulsory subjects in accordance with the type of leaving certificate to be attained (*Hauptschule* certificate, *Realschule* certificate, *Gymnasium* certificate at the end of the 10th year as an entrance qualification to the upper level of the *Gymnasium*).(For details, see points 3-5 above). Instruction in other foreign languages is possible.

7. In addition to the above-mentioned general and post-compulsory education schools, other types of lower secondary schools bearing different names (*Mittelschule, Regelschule, Sekundarschule*) have emerged as a result of the restructuring of the educational system in the new *Länder*. Language teaching in these types of school is similar to that at *Hauptschule* or *Realschule*.

8. In the 1985-86 and 1989-90 school years, the number of pupils studying modern foreign languages in secondary education was as follows:

		Lower secondary*	Upper secondary**
English	1985-86	3.788.679	570.367
	1989-90	3.261.175	495.462
French	1985-86	916.437	284.721
	1989-90	802.552	231.401
Spanish	1985-86	10.828	22.237
	1989-90	14.610	24.003
Italian	1985-86	5.680	7.202
	1989-90	5.681	7.048
Danish	1985-86	3.474	307
	1989-90	1.951	150
Dutch	1985-86	1.505	600
	1989-90	2.550	884
Portugese	1985-86	7	-
	1989-90	169	40

* Grades 5-10 (*Realschule, Gymnasium* I), partly including grades 1-4 (Baden-Württenberg) and upper secondary (Schleswig-Holstein).

** Grades 11-13 (*Gymnasium* II), partly including lower secondary (Berlin, Hessen, Nordrhein-Westfalen, Rheinland-Pfalz).

In 1990, the number of modern foreign language teachers, full-time and part-time, in secondary education was as follows:

	Lower secondary *	Upper secondary **
English	39.582	20.695
French	13.397	12.970
Spanish	181	549
Italian	137	689
Dutch	28	36
Danish	43	-

* Grades 5-10 (*Realschule, Gymnasium* I), partly including grades 1-4 (Baden-Württenberg) and upper secondary (Schleswig-Holstein).

** Grades 11-13 (*Gymnasium* II), partly including lower secondary (Berlin, Hessen, Nordrhein-Westfalen, Rheinland-Pfalz).

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9. At least one foreign language is a compulsory or optional subject in the curricula of full-time vocational schools (eg. *Berufsfachschule* and *Fachoberschule*) in commercial, hotel and restaurant, industrial-technical and social areas. The Conference of Ministers of Education is currently looking for ways to intensify and diversify course offerings.

The *Kaufmännische Berufsfachschule* (16-17 year olds) provides vocational education in the commercial area, eg. as a state-certified business assistant, and teaches two foreign languages. The first - English or French - is taught for 2-7 hours per week in the 1st year and for 2-6 hours per week in the 2nd year. The second - French, Spanish or Italian, Danish, Swedish or Russian - is taught for 3-6 hours per week (in some schools for the 1991-92 school year, not including the new *Länder*). When French is the first foreign language, English may also be chosen as a second foreign language.

The *Fachoberschule* (16-17 year olds) teaches one **compulsory** foreign language - English or French - for 1-6 hours per week in the 1st year and for 3-4 hours per week in the 2nd year.

10. All *Länder* are working to achieve a broader integration of foreign language teaching in part-time vocational schools (*Berufsschulen*). In accordance with the "Framework agreement on vocational schools" (Resolution of the Conference of Education Ministers of 14/15 March 1991), teaching at the *Berufsschule* should include foreign languages in a way which is appropriate to the demands of jobs requiring vocational training at the level of the recognized professions (*anerkannte Ausbildungsberufe*). Several *Länder* have adopted specialized foreign language teaching for the recognized professions as part of their curricula. The foreign language - English or French - is taught for 1-2 hours per week. A foreign language is also offered as one of the optional subjects. Teaching two foreign languages during initial vocational training is not considered realistic. Including an applied language component in the training of skilled workers is viewed as one of the main goals of promoting foreign language teaching in vocational training.

11. The fact that other full-time vocational schools (*Berufliche Gymnasien / Fachgymnasien, Berufsaufbauschulen, Fachakademien / Berufskollegs, Berufsoberschulen, Fachschulen*) exist, in addition to those already described, means that the information provided here serves as an illustration. The presentation of foreign language teaching was restricted to *Berufsschulen, Berufsfachschulen and Fachoberschulen* because some 85% of pupils at vocational schools attend these particular types of school.

INITIAL TEACHER TRAINING

12. Foreign language teachers follow initial teacher training courses which are divided into the theoretical study (including *Fachdidaktik* or subject-related didactics) of two subjects and educational science, psychology and social sciences, and practical teacher training. Depending on the regulations laid down by the individual *Länder* for the various teaching professions (*Lehrämter*), teaching qualifications can be attained for one foreign language in combination with another subject or for two foreign languages. University studies are completed with the *Erste Staatsprüfung*, or First State Examination. They are followed by practical teacher training in the form of preparatory service at teacher training seminars (*Studienseminare*) and schools (*Ausbildungsschulen*), completed with the Second State Examination. Content requirements with respect to foreign language knowledge and teaching skills are oriented towards the teaching content and learning objectives of the respective school type or school level for which the teaching qualification is obtained.

13. Teachers at *Grundschulen* and *Hauptschulen* receive at least three years (3-4 years, depending on the *Land*) of initial training at a *Pädagogische Hochschule* (teacher training college), university or *Gesamthochschule* (comprehensive university), followed by 18 to 24 months of practical (preparatory) training. *Realschule* teachers receive at least three years of training (3-4 1/2 years, depending on the *Land*) at a university, comprehensive university or teacher training college, followed by 18-24 months of practical training. Teachers at *Gymnasien* receive at least four years of training (4-5 years, depending on the *Land*) at a university or comprehensive university, followed by a practical training period of 24 months. Teachers at *Berufsschulen* or vocational schools receive at least four years of training (4-5 years, depending on the *Land*) at a university, *Technische Hochschule* (technical university) or comprehensive university, plus one year of practical vocational training in a firm and 24 months of practical training at teacher training seminars.

In the 1986-87 and 1989-90 school years, the number of modern foreign language students in teacher training branches of higher education was as follows :

	1986-87	1989-90
English	9.788	9.727
French	3.955	3.531
Spanish	742	789
Italian	333	364
Dutch	74	64
Danish	29	24
Portuguese	3	3

* Only those students who chose the respective subject as their main subject are included.

14. It is strongly recommended that future foreign language teachers spend at least 1 or 2 semesters in a country whose language they intend to teach whether as a student or as a foreign language assistant in a school. In some *Länder*, proof of such time spent abroad is a condition for admission to the First State Examination.

At the level of the *Grundschule, Hauptschule and Realschule*, foreign language assistants mostly go to the United Kingdom and France. At *Gymnasium* level, they may also go to Belgium, Denmark, Spain, Ireland, Italy and the Netherlands.

In the 1986-87 and 1990-91 school years, the number of foreign language assistants was as follows:

	N° of foreign assistants in Germany		N° of German assistants abroad	
	1986-87	1990-91	1986-87	1990-91
Belgium (French-speaking)	4	3	5	5
Belgium (Dutch-speaking)	-	3	2	5
Denmark	1	1	1	1
Spain	21	24	17	21
France	451	490	500	520
Ireland	14	7	14	14
Italy	20	28	36	40
The Netherlands	3	-	2	6
United Kingdom	493	464	519	639

In 1990-91 and 1991-92, the following number of German foreign language students studied abroad under the **LINGUA** programme:

	1990-91	1991-92
Belgium	28	44
Denmark	1	17
Greece	8	22
Spain	10	80
France	59	97
Ireland	4	34
Italy	51	133
Luxembourg	-	-
Netherlands	43	69
Portugal	27	60
United Kingdom	46	173
Total	277	729

IN-SERVICE TEACHER TRAINING

In Germany

15. All teachers are required to follow courses of in-service training, but are free to make a choice between the courses offered at in-service teacher training establishments in the various *Länder*, eg. afternoon courses held locally or residential courses of several days.

In another Member State

16. There are also optional courses of in-service training and study visits in Belgium, Denmark, Greece, Spain, France, Ireland, Italy, Luxembourg, the Netherlands, Portugal and the United Kingdom, depending on the type and level of school and languages taught. There are optional post-to-post exchanges of 1 year, 1 term, 6 weeks or 3 weeks and unilateral stays as guest teachers for teachers at primary, lower secondary and upper secondary level with countries whose language is taught - depending on the type and level of school - United Kingdom and France, plus Belgium, Denmark, Spain, Ireland, Italy and Portugal. These courses and exchanges are organized by the Pedagogical Exchange Service (*PAD*) of the Standing Conference of Ministers of Education and Cultural Affairs of the *Länder*.

In the 1986-87 and 1990-91 school years, the number of teachers participating in in-service training or exchanges was as follows:

		N° of foreign teachers in Germany		N° of German teachers abroad	
		1986-87	1990-91	1986-87	1990-91
Belgium	Exchange	10	10	6	4
	Training	40	32	54	46
Denmark	Exchange	3	3	-	-
	Training		4		2
Greece	Exchange		-		
	Training		6		
Spain	Exchange	4	14	2	16
	Training		4	8	35
France	Exchange	66	56	216	165
	Training	17	31	46	12
Ireland	Exchange		3	-	3
	Training		-		-
Italy	Exchange	32	37	1	19
	Training	15	21	15	21
Netherlands	Training	2	1	2	-
Portugal	Exchange		3		
	Training		-		
United Kingdom	Exchange	20	30	58	98
	Training	33	32	150	140

In 1990-91, 250 German teachers participated in in-service training under the **LINGUA** programme, organized by the Pedagogical Exchange Service (1 in Denmark and Greece, 39 in Spain, 3 in Italy and Portugal and 203 in the United Kingdom).

PUPIL EXCHANGES

17. There are pupil exchanges at lower and upper secondary general and vocational schools. In the latter, the duration of schooling and the type of education provided should be suited to the pupil exchange programme. Exchanges are mostly of 2 to 3 weeks to France and the United Kingdom. At upper secondary level, there are exchanges of 3 months to 1 school year with France and the United Kingdom, plus Belgium, Spain, Italy and the Netherlands.

In 1990-91, 184 young Germans participated in exchanges under the **LINGUA** programme, organized by the Pedagogical Exchange Service (16 in France and 168 in the United Kingdom).

GREECE

PROVISION OF LANGUAGE TEACHING

1. In accordance with Law 1566/85, foreign language teaching was introduced in 124 primary schools (5 1/2 - 12 year olds) in the 1987-88 school year on an experimental basis from the 4th year to the 6th year: English in 80 schools, French in 44 schools.

   Subsequently, in the 1989-90 school year, 1,202 primary schools (from a total of 8,069 State and private primary schools) began the experimental application of new foreign language teaching programmes (*SDENP*).

   In such primary schools, a first foreign language is **compulsory** for all pupils from the 4th year (pupils aged 9-10 years). The language taught is either English or French, whichever is taught in the corresponding secondary school (*Gymnasio*) in order to ensure continuity; the pupils have no choice. It is taught for 3 hours per week throughout each school year.

   Of a total of 450,000 pupils in the 4th, 5th and 6th years, around 180,000 studied English and 90,000 studied French.

   The programme for teaching foreign languages in primary education is still at an experimental stage; however, the assessment so far has been positive and the situation is constantly being improved.

   In March 1992, the Minister of Education announced proposals to make English compulsory for all pupils from the 4th year of primary education.

   The projected figures for foreign language teaching at primary level are as follows:

	1992-93	1993-94	1994-95	1995-96
English	272,000	295,000	305,000	320,000
French	40,000	25,000	15,000	-
Total pupils 4th-6th years	420,000	400,000	400,000	400,000
Total primary school pupils	750,000	720,000	720,000	720,000

2. In lower secondary education (*Gymnasio* - 12-15 year olds), one foreign language is **compulsory** for all pupils. This is usually English or French, and is taught for 3 hours per week throughout the three years.

   In March 1992, the Minister of Education announced proposals to make a second foreign language compulsory for all pupils from the 1st year of secondary education within the next two or three years.

3. Upper secondary education includes the main types of *Lykeio*: General, Technical-Vocational, Comprehensive, Classical, Ecclesiastical, lasting 3 years (15-18 year olds); and the Technical-Vocational School (*TES*), lasting 2 years (15-17 year olds).

   In all, a first foreign language is **compulsory** for all pupils in all years. This continues to be English or French. It is taught in the General *Lykeio* for 3 hours per week in the 1st year and for 2 hours per week in the 2nd and 3rd years. In the Comprehensive *Lykeio*, it is taught for 3 hours per week in all three years, and in the Classical *Lykeio* for 2 hours per week in all three years. English is the **compulsory** first language in the Technical-Vocational *Lykeio* and Technical School. It is taught for 2 hours per week and 1 hour per week respectively.

In the Classical *Lykeio*, a second foreign language - German - is also **compulsory** for 2 hours per week in all three years.

In the Comprehensive *Lykeio*, a second foreign language may be taught as an optional extra-curricular subject. In addition to French or English, this may be German, Russian or Italian. German is also taught at music *Gymnasia* and at schools for Greek children from abroad.

4. In the 1986-87 and 1989-90 school years, the number of pupils studying modern foreign languages at secondary level was as follows:

	1986-87	1989-90
English	437.553	508.000
French	262.532	267.002
German	2.992	3.002
Italian		119

INITIAL TEACHER TRAINING

5. For the experimental foreign language teaching at primary level, in most cases teachers have been transferred from nearby secondary schools.

In the *SDENP*, foreign languages are taught by secondary school teachers who have followed a 4-year university course in English or French language and philology (see below).

6. Teachers for secondary level follow an academic training at a university for 4 years. There are courses in English, French, German or Italian language and philology. These include compulsory teacher training in the 4th year of studies.

7. There are no exchanges of foreign language assistants between Greece and other Member States.

In 1990-91 and 1991-92, the following number of Greek foreign language students studied abroad under the **LINGUA** programme:

	1990-91	1991-92
Belgium	4	7
Denmark	7	9
Germany	9	27
Spain	2	12
France	1	17
Ireland	-	3
Italy	-	8
Luxembourg	-	-
Netherlands	4	4
Portugal	2	2
United Kingdom	12	22
Total	41	111

IN-SERVICE TEACHER TRAINING

In Greece

8. In-service training in Greece includes compulsory (at the invitation of the area Schools' Adviser) 1-, 2- or 3-day seminars of in-service training and optional short courses (usually 3 days), organized by external institutions such as the British Council or *Alliance Française*, and approved by the Ministry of Education and/or the Schools' Advisers.

   There is also an optional course of 1 academic year with a specific selection procedure, organized by the school for the in-service training of secondary school teachers (*SELME*).

In another Member State

9. Teacher exchanges are administered and financed by the Minister of Education within the limits of the teacher exchange programmes which take place under bilateral agreements and EC programmes.

   In 1990-91, 24 Greek teachers participated in in-service training organized under the **LINGUA** programme (9 in France and 15 in the United Kingdom). In 1991-92, the number of participants is expected to rise to 300.

   There are also teacher exchanges during the summer under the auspices of the British Council.

PUPIL EXCHANGES

10. There are no systematic pupil exchanges with EC Member States. In 1990-91, 17 young Greeks were sent to Denmark under the **LINGUA** programme.

SPAIN

1. The Spanish education and training system is going through a process of complete restructuring under the 1990 Education Reform Act (*LOGSE*).

   At present, it comprises 8 years of compulsory Basic General Education (*Educación General Básica - EGB*) for 6-14 year olds, followed by 3 years of post-compulsory integrated secondary education (*Bachillerato Unificado Polivalente - BUP*) and a 1-year university orientation course (*Curso de Orientación Universitaria - COU*), or vocational training - *FPI* (*Formación Profesional*) lasting 2 years, leading to *FPII* lasting 3 years.

   According to the *LOGSE*, education will comprise 6 years of Primary Education (*Educación Primaria*) for 6-12 year olds, followed by 4 years of compulsory secondary education (*Educación Secundaria Obligatoria*), followed by a 2-year *Bachillerato* or Intermediate Vocational Training. As a general rule, the *Bachillerato* leads to University or Higher Vocational Training.

PROVISION OF LANGUAGE TEACHING

Pre-reform

2. At present, one foreign language is **compulsory** from the upper cycle of *EGB* (11-14 year olds). This is usually either English or French, and it is taught for 3 1/4 hours per week.

   In the 1988-89 school year, of a total of 2,146,626 pupils, 77.30% studied English, 22.38% studied French and 0.32% studied other languages, mostly German.

3. One foreign language continues to be **compulsory** for all pupils during the 3 years of the *BUP*. The languages offered are English, French, German, Italian or Portuguese (in order of preference by pupils, with a clear difference between the first two and the others). Schools must offer at least two foreign languages for pupils to choose from. The languages are taught for 4 hours per week in the 1st and 2nd years and for 3 hours per week in the 3rd year. Pupils may study a second foreign language as an optional subject in all 3 years; this is taught for 3 hours per week.

4. One foreign language is also **compulsory** for all pupils following the *COU*; it is taught for 3 hours per week. Again, pupils may study a second foreign language as an optional subject for 3 hours per week.

   In the 1988-89 school year, of a total of 1,474,188 *BUP* and *COU* pupils, 79.43% studied English, 19.93% studied French and 0.64% studied other languages, mostly German.

5. In *FPI* (pupils aged 14-16), one foreign language is **compulsory** for 2 hours per week. In *FPII*, it continues to be **compulsory**. It is taught for 3 hours per week for 2 years in the "general system of education" and for 2 hours per week in the "specialized system of education" lasting 3 years.

   In the 1988-89 school year, of a total of 781,748 *FP* pupils, 87.42% studied English, 12.26% studied French and 0.32% studied other languages, mostly German.

Post-reform

6. According to the *LOGSE*, one foreign language will be **compulsory** from the second cycle of primary education (from age 8 years). This is a significant innovation. The new primary education should be introduced during the 1992-93 and 1993-94 school years. It has not yet been determined which languages will be taught. The minimum time allocated to the teaching of the foreign language will be 170 hours in both the second and third cycles.

It was considered unsuitable to introduce a foreign language from the beginning of primary education, since this would mean a third language for pupils in Autonomous Communities with an official language other than Spanish, ie. they already have to learn the official language of the Autonomous Community, plus Spanish. However, some schools are developing early teaching of a foreign language (prior to 8 years) even in such Autonomous Communities.

7. A foreign language will continue to be **compulsory** in compulsory secondary education. In addition, the *LOGSE* stipulates that schools should offer pupils the possibility to study a second foreign language as an optional subject. The first foreign language will be taught for a minimum of 210 hours in the first cycle and 240 hours in the second cycle.

8. The new (post-compulsory) *Bachillerato* course (pupils aged 16-18) will comprise common core subjects, subjects by type of *Bachillerato* and optional subjects. One foreign language will be **compulsory** for all pupils in both years. A second language may be studied as an optional subject for all types of *Bachillerato*.

Subjects to be studied in Intermediate Vocational Training have not yet been determined.

INITIAL TEACHER TRAINING

9. Teachers for *EGB* receive initial training at a university institute for training *EGB* teachers (*Escuelas Universitarias de Formación del Profesorado de EGB*) for 3 years. This includes academic and pedagogical training and teaching practice.

Special courses of English and French philology prepare teachers specializing in these subjects.

The initial training of teachers for the post-reform Primary Education is gradually being adapted to the new needs resulting from the application of the *LOGSE*.

10. Teachers for secondary level follow an academic training in languages at a university for 5 years, followed by 1 year of pedagogical training in a postgraduate teacher training institute.

11. Students may optionally spend a year in a secondary school or a university in Belgium, Germany, France, Ireland, Italy, or the United Kingdom as a foreign language assistant.

In the 1985-86 and 1990-91 school years, the number of foreign language assistants was as follows*:

	N° of foreign assistants in Spain		N° of Spanish assistants abroad	
	1985-86	1990-91	1985-86	1990-91
Belgium	5	5	5	5
Germany	17	23	17	23
France	170	190	220	211
Ireland	5	5	5	5
Italy	7	10	12	10
United Kingdom	156	191	170	243

* Figures refer to students in training and to teachers already in-service - see also point 14 below.

In 1990-91 and 1991-92, the following number of Spanish foreign language students studied abroad under the **LINGUA** programme:

	1990-91	1991-92
Belgium	23	38
Denmark	4	8
Germany	8	66
Greece	4	14
France	68	154
Ireland	6	33
Italy	21	41
Luxembourg	-	-
Netherlands	13	17
Portugal	-	2
United Kingdom	128	202
Total	275	575

IN-SERVICE TEACHER TRAINING

In Spain

12. In the territory under the direct responsibility of the Ministry of Education and Science, there are various optional courses, organized under Provincial Plans, for *EGB* and secondary teachers of English and French. These include intensive updating courses lasting 150 hours, 50 to 149 hours, and 20 to 49 hours in institutions of in-service training such as Teachers' Centres (*CEPs*), and different short courses, working groups, seminars and meetings. The Ministry (*Subdirección General de Formación del Profesorado*) plays an active role in the organization of the courses. Similar courses are organized by the Autonomous Communities with full powers in education.

    Some courses are organized in cooperation with the British Council and the French Embassy.

13. Since the 1989-90 school year, additional training courses have been provided for *EGB* / primary teachers specialized in English and French. These last 4 1/2 hours per week (100 hours in total), and are organized in Official Language Schools by the Provincial departments of the Ministry of Education and Science.

In another Member State

14. There are 3-week summer courses for *EGB* and secondary teachers in Belgium, France, Ireland, and the United Kingdom, organized through the Ministry (*Subdirección General de Formación del Profesorado*) or the authorities in the Autonomous Communities. There are also summer courses in Germany, France, the United Kingdom and other European countries, organized through the *Subdirección General de Cooperación Internacional*.

    The latter also organizes optional post-to-post exchanges of 3 months to 1 school year for *EGB* and secondary teachers with the United Kingdom, France and Germany, and assistant teacher exchanges with Belgium (French-speaking), Germany, France, Ireland, Italy and the United Kingdom.

In 1990-91, 66 Spanish teachers of English and French also participated in in-service training organized under the **LINGUA** programme (57 in the United Kingdom, 8 in France and 1 in Belgium). In 1991-92, 200 teachers of English, French and classical languages will go to several European countries.

PUPIL EXCHANGES

15. Conscious of the importance of language learning, the educational authorities throughout Spain are interested in encouraging pupil exchanges.

The Ministry of Education and the educational services of other authorities, the Autonomous Communities, the Communes, the Provinces etc., as well as private organizations, run programmes of exchanges lasting up to 3 weeks. These are mainly with EC Member States.

From 1984-85 to 1991-92, 16,139 pupils throughout Spain received financial support from the Ministry of Education.

The **LINGUA** programme has strengthened this policy of cultural, linguistic and professional contacts with other countries of the EC. Since 1990-91, 3,008 pupils have participated in exchanges under LINGUA - mainly with Belgium, Denmark, Germany, Greece, France, Italy, the Netherlands, Portugal and the United Kingdom.

FRANCE

PROVISION OF LANGUAGE TEACHING

1. Foreign language teaching is not compulsory during primary education (6-11 year olds) at present. However, since the beginning of the 1989 school year, a controlled experiment in early language teaching has been taking place in the last two years of some primary schools. Up to now, around 20% of this age group (9-11 year olds) have been taught a first foreign language - English, German, Spanish, Italian, Portuguese, Russian or Arabic - for 2-3 hours per week. The languages actually taught correspond to those taught as first foreign languages in neighbouring secondary schools. English is by far the language the most studied.

In the 1990-91 school year, the number of pupils studying modern foreign languages was as follows:

English	207,416
German	47,845
Spanish	14,040
Italian	1,331
Portuguese	583
Total pupils	4,083,500

From the beginning of the 1992 school year, this experiment will be extended over the next three years to all pupils in the last year and gradually to all pupils in the penultimate year.

In the 1990-91 school year, the number of teachers of modern foreign languages was as follows:

English	5,521 (1,176) *
German	1,475 (347) *
Spanish	446 (175) *
Italian	33 (4) *
Portuguese	20 (1) *

* Number of primary teachers - see 5. below.

2. In the *collèges* (lower secondary education - 11-15 year olds), the first foreign language is **compulsory** for all pupils from the beginning of the 1st year (*classe de 6ème*) - English, German, Spanish, Italian, Portuguese or one of nine other languages (Russian, Arabic, Hebrew, Dutch, Chinese, Polish, Japanese, Modern Greek or Danish). In the third year (*classe de 4ème*), pupils can choose either to intensify their study of the first foreign language or to begin a second language, modern, ancient or regional. The first and second languages are taught for 3 hours per week; intensive study of the first foreign language lasts 2 hours per week.

In the 1991-92 school year, the number of pupils studying modern foreign languages was as follows:

English	2,901,600
German	744,458
Spanish	699,776
Italian	63,418
Portuguese	5,122
Dutch	187

In the 1986-87 and 1990-91 school years, the number of teachers of modern foreign languages was as follows:

	1986-87	1990-91
English	11,020 + 13,055*	22,532
German	4,362 + 3,750*	7,542
Spanish	2,551 + 2,533*	5,205
Italian	506 + 426*	832
Portuguese	185	150

* with French literature

3. In the *lycées* (upper secondary education - 15-18 year olds), the first foreign language continues to be **compulsory** for all pupils. A second foreign language can be begun or continued (if studied at the *collège*). A third foreign language is offered as an optional subject in the first and second years (*classes de seconde et de première*). It is compulsory in section A2 of the final year classes (*classes terminales*). The first, second and third foreign languages are taught for 2-3 hours, 3-5 hours and 3 hours per week respectively, according to the year of schooling and the section.

The languages on offer are most often amongst those mentioned under 2. above. Some of the languages are only taught in some schools, but each school offers pupils a minimum of two and most often three languages to choose from.

In the 1991-92 school year, the number of pupils studying modern foreign languages was as follows:

English	2,145,993
German	638,490
Spanish	709,039
Italian	113,174
Portuguese	6,737
Dutch	520

4. In *lycees professionnels* (vocational upper secondary education), the first foreign language again continues to be **compulsory** for all pupils. The study of other foreign languages is possible but difficult due to the more vocationally oriented requirements of the curriculum.

In the 1990-91 school year, the number of pupils studying modern foreign languages was as follows:

English	442,504
German	28,554
Spanish	15,400
Italian	1,923
Portuguese	587
Dutch	114
Russian	17
Arabic	619
Total pupils	534,192

In the 1986-87 and 1990-91 school years, the number of teachers of modern foreign languages was as follows:

	1986-87	1990-91
English	2,564 * + 7,469 **	9,742
German	373 * + 3,751 **	4,433
Spanish	144 * + 3,017 **	4,287
Italian	16 * + 790 **	918
Portuguese	2 + 64 **	89
Dutch	16	
Danish	6	
Greek	3	

* vocational *lycée* + "short" *lycée* courses

** *lycée*

*** *lycée* + vocational *lycée*

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INITIAL TEACHER TRAINING

5. The experimental early language teaching in primary schools is provided by primary school teachers (*instituteurs/institutrices*) (23%), secondary school language teachers (*professeurs*) (63%), and other French (10%) or foreign (4%) suitably qualified persons recruited locally.

   Language teaching at secondary level, like all other subjects, is provided by *professeurs certifiés* or *professeurs agrégés* specialized in a single language.

6. All new teachers appointed must henceforth (from 1992) have received at least three years' post-secondary training leading to a *licence* or equivalent diploma. Candidates for the recruitment examination for primary teachers or for the different secondary school teaching qualifications are admitted on the basis of their application file and/or an interview to one of the 28 university institutes of teacher training (*instituts universitaires de formation des maîtres - IUFM*). They take the recruitment examination at the end of the first year at the institute.

   Future primary school teachers (*professeurs des écoles*) spend two years in an *IUFM*. Training is predominantly psycho-pedagogical but one year also includes 48 hours' study of a foreign language.

   Future *professeurs certifiés* also spend two years in an *IUFM*. They follow professional training and intensive training in the language they have chosen to teach.

   Professeurs agrégés must have received four years of post-secondary training leading to a *maîtrise* or equivalent diploma. They then take the recruitment examination for *agrégation*. Those who pass follow one year of professional training in an *IUFM*.

   (Until 1992, teachers for primary level followed an academic university course for 2 years and then 2 years of academic and pedagogical training in a non-university teacher training institution (*école normale*). *Professeurs certifiés* followed an academic training in a university for 3 years and, after a recruitment examination for *CAPES*, 1 year in a regional training centre. *Professeurs agrégés* followed an academic training in a university for 4 years and, after a recruitment examination for *agrégation*, 1 year in a regional teacher training centre.)

   In the *collège*, language teaching can also be provided by a general lower-secondary teacher (*professeur d'enseignement général de collège - PEGC*), but such teachers are gradually being phased out.

   In 1985-86, 1987 and 1989-90, the number of students of modern languages training to teach was as follows:

	University *		*Agregation* **		*CAPES* **	
	1985-86	1989-90	1987	1990	1987	1990
English	37,741	25,303	136	178	585	1,396
Spanish	12,062	9,610	45	72	160	606
German	8,986	7,230	70	75	80	203
Italian	3,180	2,320	10	13	15	48
Portuguese	980	679	3	4	12	12
Greek	420	16				
Danish	28					
Dutch	25	23				

* Number of students studying language as specialist, excluding non-specialists studying language as option - not all students intend to become teachers.

** Number of students admitted to the competition to become *agrégé* or *certifié* (teachers in lower and upper secondary education).

7. During their initial training, intending secondary teachers may optionally spend 1 year as a foreign language assistant in a secondary school in Germany, Spain, Ireland, Italy, Portugal or the United Kingdom.

In the 1986-87 and 1990-91 school years, the number of foreign language assistants was as follows:

	N° of foreign assistants in France		N° of French assistants abroad	
	1986-87	1990-91	1986-87	1990-91
Germany	519	609	519	496
Spain	258	297	258	180
Ireland	50	40	50	40
Italy	104	106	104	123
Portugal	14	16	14	10
United Kingdom	1,600	1,459	1,600	1,559

In 1990-91 and 1991-92, the following number of French foreign language students studied abroad under the **LINGUA** programme:

	1990-91	1991-92
Belgium	-	16
Denmark	5	7
Germany	73	103
Greece	4	18
Spain	69	159
Ireland	5	47
Italy	15	66
Luxembourg	-	-
Netherlands	9	18
Portugal	27	42
United Kingdom	72	170
Total	279	646

IN-SERVICE TEACHER TRAINING

In France

8. In-service training for foreign language teachers in France comprises optional courses of varying length and conferences, organized by the in-service training officer of the educational district (*académie*).

In another Member State

9. There are optional in-service training courses of varying length in Germany, Spain, Italy, the Netherlands, Portugal and the United Kingdom, organized by the French Ministry of Education.

In addition, the Ministry organizes optional post-to-post exchanges of 1 school year, 1 term or 6 weeks for secondary teachers with Germany, Spain, Ireland, Italy and the United Kingdom, and of 1 year for primary teachers with Germany.

In the 1986-87 and 1990-91 school years, the number of exchanges was as follows:

	1986-87	1990-91
Germany	50	50
Spain	40	40
Ireland	10	10
Italy	-	10
United Kingdom	50	50

In 1990-91, 38 French teachers participated in in-service training organized under the **LINGUA** programme (10 in Germany, 7 in Spain, 1 in Italy, 1 in Portugal and 19 in the United Kingdom). In 1991-92, the number is expected to rise to 346.

PUPIL EXCHANGES

10. There are exchanges of secondary school pupils, on a school, group or individual basis, of up to 3 weeks, with countries whose language they are learning. These are organized by the Ministry of Education and private organizations. Exchanges of primary pupils also exist but they are informal.

In 1990-91, 2,422 young French people participated in exchanges under the **LINGUA** programme (24 in Belgium, 79 in Denmark, 224 in Germany, 69 in Greece, 145 in Spain, 10 in Ireland, 177 in Italy, 140 in Portugal and 1,554 in the United Kingdom).

IRELAND

PROVISION OF LANGUAGE TEACHING

1. At primary level (4-12 year olds), officially no foreign language is taught: however, both English and Irish are compulsory. A recent report on the Primary Curriculum did not recommend the introduction of foreign language teaching to primary schools because all pupils already study English and Irish.

2. At post-primary level, there are 4 main types of school - secondary, vocational, comprehensive and community. They include a compulsory junior cycle for 12-15 year olds and a post-compulsory senior cycle for 16-18 year olds. All types try to offer a broad curriculum, embracing both academic and vocational subjects. Foreign languages are not compulsory but most schools offer at least one, and many now offer two. The first foreign language is usually French, but German, Spanish or Italian may be offered as first foreign languages; the second may be German, Spanish, Italian or French (when this is not the first). There is no statutory time allocation for the teaching of foreign languages. They are taught for 3 hours per week on average.

In the 1985-86 and 1989-90 school years, the number of pupils at junior cycle studying modern foreign languages was as follows:

	1985-86	1989-90
French	152,773	147,197
German	13,463	46,350
Spanish	4,911	6,585
Italian	146	220
Total pupils	-	198,968

In the 1989-90 school year, 196,769 pupils studied Irish and 194,358 studied English.

In 1991, 44,039 pupils at the end of the junior cycle took the Intermediate Certificate examination (main national examination at this level) in French, 13,581 in German, 1,541 in Spanish and 103 in Italian.

In the 1985-86 and 1989-90 school years, the number of pupils at senior cycle studying modern foreign languages was as follows:

	1985-86	1989-90
French	62,220	71,277
German	3,764	8,014
Spanish	1,773	2,117
Italian	138	119
Total pupils	-	114,069

In the 1989-90 school year, 110,229 pupils studied Irish and 111,752 studied English.

INITIAL TEACHER TRAINING

3. Teachers for primary level follow an academic and pedagogical training for 3 or 4 years in a university-level College of Education.

4. The initial training of teachers for post-primary level takes place in a university and consists of a 3-year degree course in the language(s) concerned, followed by a 1-year teacher-training course, including teaching practice. The degree course has no pedagogical component and does not cater specifically for intending teachers.

   In 1991-92, the number of students training to teach modern foreign languages was as follows:

University College Dublin	34 (language as a major subject)
University College Cork	59 (French: 40; Italian: 3; German: 8; Spanish: 8)
Trinity College Dublin	22 (excluding English and Irish)
St. Patrick's College, Maynooth	50 (English, German, French)

5. Students of French, German or Spanish may optionally spend 1 school year as a foreign language assistant in a secondary school in France, Germany or Spain.

   Annually, 40 foreign language assistants are exchanged with France, 14 with Germany and 5 with Spain.

   In 1990-91 and 1991-92, the following number of Irish foreign language students studied abroad under the **LINGUA** programme:

	1990-91	1991-92
Belgium	8	15
Denmark	2	1
Germany	6	35
Greece	-	3
Spain	6	25
France	5	48
Italy	19	28
Luxembourg	-	-
Netherlands	3	3
Portugal	2	13
United Kingdom	4	3
Total	55	174

IN-SERVICE TEACHER TRAINING

In Ireland

6. There are optional courses of in-service training of varying length (1 or 2-week summer courses or weekend courses throughout the year) and 1-day seminars, organized by the Department of Education in Ireland. Courses focus mainly on methodology but there is also a language refresher element. Delivery of these courses may be devolved to teachers specially trained for the purpose. Courses may also be provided by university departments and teacher centres.

In another Member State

7. There are a limited number of annual optional 1-month summer courses in France, Germany and Italy. Optional post-to-post exchanges of 1 term are arranged annually with France and Germany. These are organized by the Department of Education in collaboration with the competent foreign education authorities in the context of bilateral agreements.

In 1990-91, 45 Irish teachers participated in in-service training under the **LINGUA** programme (25 in Germany and 20 in France). In 1991-92, the number is expected to rise to 75.

PUPIL EXCHANGES

8. Optional exchanges of post-primary school pupils with France, Germany, Spain and Italy are organized by the school authorities, usually through the Youth Exchange Bureau.

In 1990-91, 132 young Irish people participated in exchanges under the **LINGUA** programme (10 in Germany, 10 in Spain, 100 in France and 12 in Italy).

ITALY

PROVISION OF LANGUAGE TEACHING

1. Primary schools in Italy provide five years of education for children aged 6-11. The New Primary School Programmes adopted in 1985 include foreign language teaching.

   According to the Ministerial Decree of 28 June 1991, from the 1992-93 school year, a foreign language will be taught in primary schools from the 2nd year. The language will be English, French, German or Spanish. It will be taught for 3 hours per week. The language courses will be introduced gradually, depending on the availability of teachers (see also Initial Teacher Training). In the present transition phase, devoted to teacher recruitment and training, the foreign language is usually taught from the 3rd year.

   Nevertheless, some primary schools have been teaching foreign languages experimentally for years. For example, the *ILSSE* Project (Teaching foreign languages in primary school), backed by the Ministry of Education, introduced a foreign language into primary education in more than 40 provinces.

2. In the *Scuola Media* (lower secondary level - 11-14 year olds), one foreign language is **compulsory** for all pupils from the 1st year to the 3rd year - English, French, German or Spanish. It is taught for 3 hours per week.

   Some schools, where it is possible to extend teaching hours, have organized courses in a second foreign language on a non-compulsory basis. In recent years, pilot projects introducing a second foreign language within the curriculum have increased and now involve more than 20% of pupils.

   In the 1987-88 and 1991-92 school years, the number of foreign language teachers in *Scuola Media* was as follows:

	1987-88	1991-92
English	13,990	12,748
French	11,124	9,662
German	550	470
Spanish	33	22

3. At upper secondary level, education is provided by several types of schools. At present, a first foreign language is taught in almost all of these types, at least during the first two years. Each draft reform of this level provides for the introduction of one or several foreign languages during the whole course. As a result of many different types of pilot projects aimed at creating new curricula, foreign language teaching has been increased and improved.

   In the classical secondary school (*Liceo Classico*), one foreign language is **compulsory** for all pupils in the first two years for 4 hours per week. In the last three years, no foreign languages are prescribed by law. However, through pilot projects (*sperimentazione*) foreign language teaching has been extended to all years.

   In the scientific secondary school (*Liceo Scientifico*), one foreign language is **compulsory** throughout the five years of study - for 3 hours per week in the 1st, 3rd and 4th years and for 4 hours per week in the 2nd and 5th years.

In the primary teacher training school (*Istituto Magistrale*), one foreign language is **compulsory** for the first two years for 4 hours per week. No foreign languages are taught in the last two years.

In theory, the language taught in all these types of schools may be English, French, German or Spanish. However, it is only possible to offer the last two in big cities, so in fact the language studied is nearly exclusively one of the first two.

4. There are nine different types of technical institute (*Istituto Tecnico*): for agriculture, commerce, business with foreign languages, tourism, surveying, industry, foreign trade, naval and female professions. One foreign language - usually English or French (see above) - is **compulsory** in all types in the 1st and 2nd years. It is taught for 3-4 hours per week. In the 3rd to 5th years, the first foreign language continues to be **compulsory** for 2-4 hours per week in six types. A second foreign language is **compulsory** for 2-5 hours per week in five types. A third foreign language is **compulsory** for 4 hours per week for five years in institutes for foreign trade and for 3 hours per week for the last three years in institutes providing training for tourism. The Ministry of Education has developed pilot projects (*Progetti assistiti*) which aim to modify and update traditional curricula to increase and extend foreign language provision.

5. A foreign language is **not compulsory** in artistic education (*Liceo Artistico* and *Istituto d'Arte*) or in the nursery teacher training school (*Scuola Magistrale*).

6. In vocational education (vocational school - *Istituto Professionale*), a foreign language is not included among the subjects common to all specializations, but as a subject specific to certain specializations. Many of these require the learning of more than one foreign language.

   State vocational education is, however, undergoing a fundamental updating process. There is an experimental project under way called *Progetto 92* which is designed to bring organization and curricula more into line with the requirements of the contemporary business world. Among the common subjects for all courses and qualifications under *Progetto 92*, foreign language teaching occupies 3 hours per week.

   In the 1990-91 school year, *Progetto 92* was put into operation in 514 schools, accounting for 32.86% of all vocational establishments.

7. In the 1984-85 and 1990-91 school years, the number of pupils studying foreign languages in upper-secondary general and technical-vocational education was as follows:

	1984-85	1990-91
English	1,557,478	1,903,861
French	885,779	950,135
German	202,878	213,111
Spanish	21,637	27,951

In the 1987-88 and 1991-92 school years, the number of teachers of modern foreign languages in upper-secondary general and technical-vocational education was as follows:

	1987-88	1991-92
English	12,936	13,431
French	7,406	7,669
German	1,569	1,693
Spanish	148	
Others		188

8. In addition to the upper-secondary schools described above, there is the private language-oriented secondary school (*Liceo Linguistico*) not provided for in the State school system. Such schools were created in the 1970s with the aim of affording greater opportunities for foreign language study at secondary school level. Even though due recognition has been given to this type of school, the State has preferred to set up experimental language courses in schools of the types already included in its system.

INITIAL TEACHER TRAINING

9. Teachers for primary level follow an academic and pedagogical training for 4 years in a non-university primary teacher training school (*Istituto Magistrale*). As mentioned in point 3. above, courses in foreign languages are given during the first 2 years.

With the introduction of foreign language teaching in the New Primary School Programmes, future language teachers are selected from amongst permanent primary school teachers and trained through special courses organized by the *IRRSAE* (*Istituto Regionale di Ricerca, Sperimentazione e Aggiornamento Educativo* - Regional Institutes for Educational Research, Innovation and Teacher Training) and the Ministry of Education. Activities to update and train teachers began in 1986.

10. Teachers for lower and upper secondary level follow an academic training for 4 years in a university in foreign language and literature.

Most students do not receive any initial teacher training before taking part in the national examination for entry to the teaching profession. Those who are successful in this examination are appointed *in ruolo* and admitted to 1 year of pedagogical/practical training which makes up for this.

11. During their university training, a few students can optionally spend a term abroad as a foreign language assistant in a secondary school in Belgium, Germany, Spain, France or the United Kingdom.

In the 1986-87 and 1991-92 school years, the number of foreign language assistants was as follows:

	N° of foreign assistants in Italy		N° of Italian assistants abroad	
	1986-87	1991-92	1986-87	1991-92
Belgium	5		5	
Germany	36	41	21	28
Spain	10	0	7	10
France	123	121	100	106
United Kingdom	54	47	25	17
Others		25		15

In 1990-91 and 1991-92, the following number of Italian foreign language students studied abroad under the **LINGUA** programme:

	1990-91	1991-92
Belgium	-	10
Denmark	5	15
Germany	56	142
Greece	-	9
Spain	21	43
France	15	95
Ireland	21	27
Luxembourg	-	1
Netherlands	5	18
Portugal	4	12
United Kingdom	27	44
Total	154	416

IN-SERVICE TEACHER TRAINING

In Italy

12. There are optional courses of in-service training of varying length held in Italy. These are organized by individual schools, public or private cultural bodies or professional associations such as the Association of Foreign Language Teachers (*ANILS*), and the Ministry of Education through its own institutions and offices.

Since 1978, the Special Foreign Languages Project, managed by the *IRRSAE*, has been providing courses for lower and upper secondary school teachers of English, French, German and, less frequently, Spanish. These courses consist of seminars of 3 hours per week and a one-week intensive course, lasting a total of 50 or 100 hours, depending on the level of difficulty. Every course is guided by a coordinator, also a teacher, who has been prepared for this task through courses by the *IRRSAE* and foreign cultural organizations operating in Italy (British Council, *Bureau Linguistique*, *Goethe-Institut*).

In another Member State

13. There are optional 3-week summer courses in Germany, Spain, France and the United Kingdom, and study visits to Germany.

In addition, there are optional post-to-post exchanges of 1 term for teachers in upper secondary schools in Germany, France and the United Kingdom. A Ministerial Circular was issued in January 1988 on a first agreement with these countries for post-to-post exchanges of foreign language teachers at upper-secondary level.

A Franco-Italian education seminar takes place alternately in France and Italy for 2 weeks in July each year.

All these activities are organized by the Ministry of Education in cooperation with the competent foreign authorities.

In 1990-91, 52 Italian teachers participated in in-service training under the **LINGUA** programme (9 in Germany, 1 in Spain, 9 in France, 1 in Ireland and 32 in the United Kingdom). In 1991-92, the number is expected to rise to 500.

PUPIL EXCHANGES

14. There are optional exchanges of secondary school pupils with France, Germany and the United Kingdom, lasting 4 to 30 days, organized by the school or local communities.

In 1990-91, 494 young Italians participated in exchanges under the **LINGUA** programme (50 in Belgium, 47 in Denmark, 32 in Germany, 50 in Spain, 76 in France, 98 in Ireland, 20 in Portugal and 121 in the United Kingdom).

LUXEMBOURG

PROVISION OF LANGUAGE TEACHING

1. Luxembourg has one national language - Luxembourgish (*Letzeburgesch*) - and two official languages - French and German, the two latter considered as "foreign languages".

   From the beginning of the first year of primary education (6-12 year olds), German is **compulsory** for all pupils; it is first taught as a foreign language but becomes the teaching language for practically all subjects throughout primary education. It is taught for 8 hours per week in the 1st and 2nd years and for 5 hours per week in the 3rd to 6th years.

   French, taught as a foreign language, is **compulsory** for all pupils from the middle of the second year of primary school (pupils aged 7+). At primary level, it is hardly ever used as a teaching language for other subjects. It is taught for 3 hours per week in the 2nd half of the 2nd year and for 7 hours per week in the 3rd to 6th years.

   Luxembourgish continues to be used in parallel to German and French.

2. German and French continue to be **compulsory** for all pupils throughout general secondary education (pupils aged 12-15 in the compulsory lower stage, 15-19 in the post-compulsory upper stage). In the lower stage, German is taught for 4 hours per week in the 1st and 2nd years, and for 3 hours per week in classical education and 3 1/2 hours per week in modern education in the 3rd year. French is taught for 6 hours per week in the 1st and 2nd years, and for 4 1/2 hours per week in classical education and 5 1/2 hours per week in modern education in the 3rd year.

   A third foreign language - English - is **compulsory** for pupils in modern education from the 2nd year (8th year of study overall) and in classical education from the 3rd year. It is taught for 6 hours per week in the 2nd year, and for 3 1/2 hours per week in classical education and 5 1/2 hours per week in modern education in the 3rd year.

   In the first two years of the upper stage, German is taught for 3 hours per week. French and English are taught for 4 hours per week. Pupils in modern education can opt to study each of the three languages for an additional hour per week or take up a fourth language. A fourth foreign language - Spanish or Italian - is taught for 3 hours per week from the 4th year (10th year of studies).

   In the last two years, French and English are taught for 3-5 hours per week and German for 3-4 hours per week according to the section (arts division, sciences division).

   For languages, teaching is essentially in the language itself, but for other subjects, the teaching language is German in the lower stages of secondary education and French in the upper stages, except for mathematics which is always taught in French. (French has become more important because Luxembourg has a large immigrant population mostly from latin countries (Italy, Portugal, Spain), and it is usually more easy for their children to learn French than German.)

   At present, it is not planned to extend foreign language teaching. In any case, Luxembourg is already unique regarding language teaching and multilingualism.

3. Technical secondary education (12-20 year olds) comprises three stages: a stage of observation and orientation of three years (completing compulsory education); an intermediate stage of two years; and an upper stage of two years.

German, French and English are **compulsory** for most pupils in technical secondary education.

In the observation and orientation stage, German is taught for 4 hours per week in the 1st and 2nd years and branch 3 of the 3rd year and for 3 hours per week in branches 1 and 2 of the 3rd year.

French is taught for 6 hours per week in the 1st year, 4 hours per week in the 2nd year, 5 hours per week in branch 1 of the 3rd year and 3 hours per week in branches 2 and 3. English is taught for 4 hours per week in the 2nd year and branch 1 of the 3rd year, and for 2 hours per week in branch 2; it is not taught in branch 3.

In the intermediate stage, in the technical course and technician's training course, French and English are taught for 3 hours per week. German is taught for 3 hours in the 1st year (10th year of study) and 2 hours in the 2nd year; in the vocational course/ apprenticeship, all three languages are taught for 1-4 hours per week according to the section. In the administrative and commercial sections, French and English are taught for 4 hours per week and German for 3 hours per week in the technical course; in the vocational course, French is taught for 3 hours per week, German is taught for 2 hours per week and English is taught for 3 hours per week in the 1st year and 2 hours per week in the 2nd year.

In the upper stage, in the technical course, French, German and English are taught for 2 hours per week; in the technician's course, they are taught for 1 hour per week; and in the administrative division, they are taught for 3 hours per week (French for 4 hours per week in the 2nd year of the secretarial section).

INITIAL TEACHER TRAINING

4. Teachers for primary level follow an academic and pedagogical training, including teaching practice, for 3 years in the non-university teacher-training institute (*Institut supérieur d'études et de recherches pédagogiques - ISERP*). Since all Luxembourgers follow bilingual French and German education from age 6/7, all primary school teachers are qualified to teach, and to teach in, these two languages.

Teachers for secondary level follow an academic training of at least 4 years in a university and then teacher training, comprising 1 year of academic and theoretical pedagogical training, plus 2 years' practical pedagogical training, including teaching practice.

Since 1980, foreign language students have had to spend the first year of the 4 years of university at the Luxembourg University Centre and then 3 years at a foreign university. In the future, study at the University centre will no longer be compulsory. Students will then be able to start their studies abroad immediately. They should still last a minimum of 4 years. Luxembourg students intending to teach languages usually follow university courses in languages which qualify them to teach in upper secondary education in the country concerned. Students of English, French or German must study in a country where the respective language is spoken.

The teacher training course is limited to the number of teachers required for employment. Due to the large number of candidates in relation to the places available, there is a special entrance examination.

5. There are no exchanges of foreign language assistants between Luxembourg and other Member States.

IN-SERVICE TEACHER TRAINING

In Luxembourg

6. There are optional courses and compulsory seminars of in-service teacher training organized by the Ministry of Education at the Luxembourg University Centre.

In another Member State

7. There are no systematic exchanges of foreign language teachers between Luxembourg and other Member States.

In 1990-91, 3 Luxembourg teachers participated in in-service training under the **LINGUA** programme (1 in France and 2 in the United Kingdom).

PUPIL EXCHANGES

8. No information is available on pupil exchanges.

NETHERLANDS

PROVISION OF LANGUAGE TEACHING

1. Primary education (*Basisonderwijs*) in the Netherlands lasts for eight years (4-12 year olds). It is compulsory from the age of 5. In accordance with the Primary Education Act (*Wet op het Basisonderwijs - WBO*) of 1985, English was introduced as a **compulsory** subject from the 1986 school year. The Act does not prescribe in which years English should be taught, but in practice it is taught in years 7 and 8 (10-12 year olds) for 1 hour per week (usually two times a week for 30 minutes).

2. The main types of secondary education are:

   - pre-university education (*Voorbereidend Wetenschappelijk Onderwijs - VWO*), lasting 6 years;
   - general secondary education (*Algemeen Voortgezet Onderwijs - MAVO + HAVO*), lasting 4 and 5 years respectively;
   - secondary vocational education (*Lager Beroepsonderwijs - LBO*), lasting 4 years. From August 1992, *LBO* is replaced by *VBO* (*Voorbereidend Beroepsonderwijs*).

   The first year of secondary education is a transition year which facilitates progression to the second year of more than one type of school.

   Two foreign languages - English and French - are **compulsory** during the transition year for all pupils in pre-university education and general secondary education (*VWO-HAVO-MAVO*). They must be taught for a minimum of 3 hours per week each.

   One foreign language is **compulsory** during the transition year for all pupils in secondary vocational education (*LBO*). It must be taught for a minimum of 3 hours per week.

   English and French continue to be **compulsory** for all pupils during the first four years of *VWO*, the first three years of *HAVO* and the first two years of *MAVO*. German is **compulsory** from the second year for three, two and one years respectively.

   One foreign language (English, French, German or Spanish) is **compulsory** in the final examination of *MAVO* (six subjects in total). Arabic and Turkish are optional examination subjects.

   English, French or German is compulsory in the final examination of *HAVO* (six subjects in total) and of *VWO* (seven subjects in total). Russian and Spanish are optional examination subjects. Arabic and Turkish will soon become optional examination subjects.

   In *VWO*, English must be taught for a minimum of 5 hours per week spread over the remaining five years, French for a minimum of 5 or 6 hours and German for a minimum of 7 or 8 hours.

   In *HAVO*, English must be taught for a minimum of 5 hours per week spread over the remaining four years, French for a minimum of 5 hours and German for a minimum of 6 hours.

   In *MAVO*, English must be taught for a minimum of 5 hours per week spread over the remaining three years, French for a minimum of 6 hours and German or Spanish for a minimum of 6 hours.

   The hours of other foreign languages taught as optional examination subjects, ie. Spanish and Russian in *VWO* and *HAVO*, Arabic and Turkish in *MAVO*, are not prescribed.

   In fact, on average, in the first three years of secondary education, pupils in *VWO* and *HAVO* study English for 8 hours per week, French for 8.2 hours per week and German for 5.8 hours per week. Pupils in *MAVO* study English for 8.8 hours per week, French for 5.6 hours per week and German for 5.5 hours per week.

3. Practically all pupils follow English lessons during the whole course of *VWO*, *HAVO*, and *MAVO*.

All pupils in *VWO* follow at least four years of French and three years of German. About 37% follow six years of French and almost 50% follow five years of German. Some pupils follow Spanish and Russian.

All pupils in *HAVO* follow at least three years of French and two years of German. About 33% follow five years of French and 50% follow four years of German.

All pupils in *MAVO* follow at least one year of French in the transition year (first secondary school year), a large number two or three years and about 25% four years. Many pupils follow German for at least one year after the transition year, a large number for two years and about 60% for three years.

In 1986 and 1989, the percentage of pupils taking foreign languages in final examinations was as follows:

	VWO		*HAVO*		*MAVO*	
	1986	1989	1986	1989	1986	1989
English	99	99	98	99	97	98
French	37	36	31	32	26	24
German	51	48	51	47	60	59

In the 1985-86 and 1989-90 school years, the number of teachers of modern foreign languages was as follows:

	1985-86	1989-90
	MAVO HAVO + VWO	*MAVO + HAVO*
English	5,439	5,027
French	3,888	3,572
German	3,826	3,403
Spanish	53	66

4. Some 30% of young people enter junior secondary vocational education (*LBO*) directly from primary school. There are five main types: technical education (*LTO*), home economics education (*LHNO*), commercial education (*LEAO*), agricultural education (*LAO*), tradespeople's education (*LMO*). In the 1st (transition) year, one foreign language is **compulsory**. In the 2nd school year, the law prescribes that pupils must follow at least 20 lessons per week in general subjects (including a foreign language). The 3rd and 4th years are more vocationally oriented, but the general subjects continue to feature in the timetable. English, French and German are taught for a minimum of 3-17 hours per week spread over the four years.

The hours of other foreign languages taught as optional subjects - Spanish, Arabic and Turkish - are not prescribed.

In fact, on average, in the first three years of *LBO*, pupils study English for 8.3 hours per week, French for 2.3 hours per week and German for 3 hours per week.

In two types (*LEAO* and *LMO*), one foreign language is **compulsory** in the final examination (six subjects in total).

In 1986 and 1988, the percentage of pupils taking modern foreign languages in the final examination was as follows:

	LTO		*LAO*		*LHNO*		*LMO*		*LEAO*	
	1986	1989	1986	1989	1986	1989	1986	1989	1986	1989
English	80	84	68	72	77	81	91	93	96	97
French	-	3	-	-	-	-	-	5	-	1
German	7	7	1	1	9	8	51	44	60	62

In the 1985-86 and 1989-90 school years, the number of teachers of modern foreign languages was as follows:

	1985-86 *LBO + MBO* *	1989-90 *LBO*
English	3.936	1.877
French	338	
German	1.362	567
Spanish	57	

MBO: senior secondary vocational education

5. According to **reform** discussions, the first three years of all types of secondary education would become common basic education, including the study of **three compulsory foreign languages** - English for 7 hours per week, French and German for 6 hours per week, spread over the three years.

   The possibility of making a further foreign language, ie. 2 foreign languages, compulsory in the final examinations of *VWO*, *HAVO* and *MAVO* is also being discussed.

INITIAL TEACHER TRAINING

6. Teachers for primary level follow an academic and pedagogical training, including teaching practice, in a non-university primary teacher training college. Courses last for four years full-time and for six years part-time. At this level, teachers are qualified to teach all subjects in the curriculum, including English. With the introduction of the Primary Education Act, six years ago, all primary teachers already in service took part in a national training programme in English.

7. Teachers for secondary level (general, pre-university and vocational) are specialists in languages, with a 1st grade certificate (*eerstegraads leraar*) or 2nd grade certificate (*tweedegraads leraar*).

   A characteristic feature of secondary education is the distinction between grade one and grade two qualifications. Grade two teachers (*tweedegraads leraren*) are qualified to teach only the first three years of *VWO* and *HAVO*, and all classes at *MAVO* and *LBO* schools. Grade one teachers (*eerstegraads leraren*) are qualified to teach every age group at all types of secondary school.

   Grade two teachers of general subjects are trained at *HBO* (*Hoger beroepsonderwijs*) colleges (non-university higher education institutions) in four-year full-time courses of academic and pedagogical training, including teaching practice. In the past, they qualified to teach two subjects, but since August 1990, they qualify to teach one. It is also possible to obtain grade two qualifications by attending a part-time course for six years; students who have done this may continue studying part-time for an additional three years to obtain a grade one qualification in the same subject.

Students who have obtained their first degree (4-year academic university training - *doctoraal* examination), may follow a 1-year post-graduate university training course provided that their degree course included a two-month introductory course to teaching. Those successfully completing the course obtain a grade one qualification to teach one subject.

In 1987-88, 1990 and 1991, the number of students training to teach modern foreign languages was as follows:

	Non-university *HBO*		Post-graduate course		University (excluding post-graduates)	
	1987-88	1991	1987-88	1990	1987-88	1990
English	2,367 (full-time) 1,953 (part-time)	1,421 1,024	27	37	2,414	2,163
French	1,056 (full-time) 1,244 (part-time)	711 668	33	30	1,740	1,567
German	842 (full-time) 544 (part-time)	336 323	17	12	752	558
Spanish	627 (part-time)	404	3	3	1,125	1,137
Italian					454	490
Portuguese					70	75 (1989)

8. There is no official policy for exchanges during initial training.

In 1990-91 and 1991-92, the following number of Dutch foreign language students studied abroad under the **LINGUA** programme:

	1990-91	1991-92
Belgium	23	19
Denmark	7	6
Germany	35	118
Greece	4	2
Spain	13	18
France	12	35
Ireland	2	6
Italy	3	18
Luxembourg	-	-
Portugal	-	2
United Kingdom	45	56
Total	144	280

IN-SERVICE TEACHER TRAINING

In the Netherlands

9. There are optional courses of in-service training of varying length organized in the Netherlands by universities and non-university institutes of higher education.

In another Member State

10. In 1992, official policy for teacher exchanges will be initiated. This teacher exchange programme is called *PLATO (Promotie van Lerarenmobiliteit voor Arbeidservaring en Training in het buitenlandse Onderwijs* - Promotion of Teacher Mobility for Work Experience and Training Abroad). Optional teacher exchanges are also organized within the framework of cultural agreements.

In 1990-91, 18 Dutch teachers participated in in-service training under the **LINGUA** programme (1 in Germany, 7 in Spain, 5 in France, 1 in Portugal and 4 in the United Kingdom). In 1991-92, the number is expected to rise to 140.

PUPIL EXCHANGES

11. Government policy for pupil exchanges is to be found in the 1992 policy paper *Grenzen Verleggen* (Widening Horizons). In 1992, official policy for pupil exchanges will be initiated. This pupil exchange programme is called *IKU (Internationale Klassenuitwisseling* - International Class Exchanges). Schools, teachers or pupils themselves can also arrange exchanges with financial support through national agencies like European Platform.

In 1990-91, 174 young Dutch people participated in exchanges under the **LINGUA** programme (113 in France and 61 in the United Kingdom).

PORTUGAL

1. Significant educational reforms are currently being implemented in Portugal. Until 1987, free compulsory education in Portugal lasted 6 years and comprised two cycles: primary education lasting 4 years (6-10 year olds), and preparatory education lasting 2 years (10-12 year olds). Compulsory attendance lasted until 14 years of age, however: pupils could attend preparatory education until 14 years of age (ie. 8 years). The Comprehensive Law on the Education System of October 1986 extended compulsory education to 9 years (until 15 years of age) - applicable to pupils enrolled in the first year of basic education for the 1987-88 school year and for subsequent school years. Basic Education consists of three consecutive cycles of 4, 2 and 3 years respectively, corresponding to the former primary and preparatory education and general unified course. The curricular reform includes some changes in foreign language teaching, not only in Basic Education but also in Secondary Education. It is planned to introduce the new curricula gradually by the 1994-95 school year.

PROVISION OF LANGUAGE TEACHING

2. In pre-reform primary education, **no foreign languages** are taught in public schools. Some private schools offer foreign language teaching - usually French or English for 1 hour per week.

   No foreign languages are compulsory in the post-reform first cycle of basic education, but schools can, at their initiative, offer play-based foreign language learning as an option. In this case, the class teacher can be assisted by a teacher specialized in the language concerned.

   In connection with the reform, departments of the Ministry of Education (Directorate-General for Basic and Secondary Education) have been coordinating projects, since the 1991-92 school year, for the early learning of foreign languages in the 3rd and 4th years of schooling, one of which is under the Portuguese-French educational cooperation programme.

   This experiment in the early learning of French (with a corresponding Portuguese counterpart in France) took place during the 1990-91 school year in the first years of Basic Education in several schools.

3. In pre-reform preparatory education and in the post-reform second cycle of basic education, one foreign language is **compulsory**. This can be English, French or German, and it is taught for 4 hours per week.

   In the 1987-88 and 1990-91 school years, the number of pupils studying modern foreign languages was as follows:

	1987-88	1990-91
English	228,941	239,226
French	148,869	112,224
German	197	151

In the 1988-89 school year, the number of teachers of modern foreign languages was as follows:

English + German	3,208
French	2,927

4. In the pre-reform general unified course, the first foreign language - English, French or German - continues to be **compulsory**. It is taught for 3 hours per week in the 1st year (7th year of schooling) and for 2 hours per week in the 2nd and 3rd years (8th and 9th years of schooling). A second foreign language is also **compulsory** for 3 hours per week.

In the post-reform third cycle of basic education, the first foreign language again continues to be **compulsory**. It is taught for 3 hours per week in all years.

All schools must offer pupils a second foreign language, but it is no longer compulsory for pupils to study it. The choice of languages are German, French, English and, on an experimental basis from the 1991-92 school year, Spanish, each taught for 3 hours per week in all years.

In the 1987-88 and 1990-91 school years, the number of pupils studying modern foreign languages was as follows:

	1987-88	1990-91
English	348.803	420.602
French	350.164	420.333
German	1.361	2.331

In the 1988-89 school year, the number of teachers of modern foreign languages in the third cycle of basic education and secondary education (see 5.) was as follows:

English and German	4.126
French	5.873

5. In pre-reform secondary education (complementary classes - 10th and 11th years of schooling), the first foreign language forms part of compulsory general education and is taught for 2 hours per week. Pupils can choose a second foreign language as an optional subject; it is compulsory for pupils in Area C - Economic and Social Sciences and Area D - Humanities. For pupils in Area C - Informatics, English is compulsory.

In the 12th year of schooling, general education is organized in five courses. In three of these courses, some of the four or five optional subjects, from which pupils must choose three, are foreign languages. That is, pupils study at least one foreign language - French or English in one course, French, English or German in the other two - for 4 hours per week. They may choose to study a second foreign language, also for 4 hours per week.

6. In post-reform secondary education, the first foreign language continues to be **compulsory**. Pupils who did not choose to study a second foreign language in the third cycle **must** study a second language for 4 hours per week - German, French or English.

Languages begun in basic education are taught for 3-4 hours per week, depending on whether they are chosen as part of general education or specific education.

During the 12th year of schooling, a foreign language is always an element of specific education and is taught for 3 hours per week.

7. In pre-reform technical-vocational education, one foreign language - English or French - is **compulsory** for all pupils for 2 hours per week in the 10th and 11th years. A second foreign language - English or French - is taught in some courses in the 12th year for 4 hours per week. In the Secretarial course, a second foreign language - English or German - is taught for 4 hours per week in all 3 years.

8. In the 1987-88 and 1990-91 school years, the number of pupils of modern foreign languages in the 10th-12th years was as follows:

	1987-88	1990-91
English	39,038	44,585
French	26,453	22,518
German	1,681	2,605

INITIAL TEACHER TRAINING

9. Teachers for the first cycle of basic education receive initial training in the new non-university institutes of higher education (*Escolas Superiores de Educaçao*), integrated in Polytechnics (*Institutos Politécnicos*). In areas where these do not exist, teachers train in Integrated Centres of Teacher Training (*Centros Integrados de Formaçao de Professores*), set up in universities. The courses last 3 years, and comprise academic training and theoretical and practical pedagogical training.

10. Teachers for the second cycle of basic education follow either 4- or 5-year specialized courses leading to a diploma of higher education equivalent to a university degree, or 5-year specialized courses leading to a Degree in Education, at Integrated Centres of Teacher Training. Courses comprise an academic training in languages and theoretical and practical pedagogical training.

11. Teachers for the third cycle of basic education and for post-compulsory secondary education follow courses leading to a Degree in Education as described above; or 5- to 6-year university courses, created in 1987, leading to a Degree in Education. During the first years of the latter courses, students receive an exclusively academic training in modern languages and literature. This is followed by psycho-pedagogical training in the last years. In the final year, there is a period of teaching practice at a school, under the guidance of the university.

12. Many teachers in the second and third cycles of basic education and secondary education have been employed without a specific teaching qualification; they have followed a purely academic university training. Such teachers undergo specific teacher training after appointment.

Teachers with less than 6 years' experience can follow a 2-year course in pedagogical theory and practice at a non-university institute of education or at university level, ie. Faculty of Arts, Faculty of Psychology and Education Sciences and, eventually, Faculty of Human Motor Skills.

Those with more than 6 years' experience may follow a 1-year course provided by the Open University, without undertaking practical pedagogical training.

13. In 1986-87 and 1989-90, the number of students training to teach modern foreign languages was as follows:

	Primary Teacher Training Institution		University *		University **	
	1986-87	1989-90	1986-87	1989-90	1986-87	1989-90
Portuguese + French	89	690	265	269	2,709	2,329
Portuguese + English	74	204	232	142	1,502	1,532
Portuguese + German				19	259	269
Portuguese + Spanish					17	24
Portuguese + Italian					17	29
French			424		43	
English			286		62	
German			138			
French + English				84	1,199	408
French + German				7	168	85
French + Spanish				3	16	3
French + Italian				2	19	
English + German			18	155	1,522	786
Classics + French					4	1
Classics + English					3	
Romance Philology					10	

* University Education Course

** Not specifically teacher training - not all students intend to become teachers.

In 1990-91 and 1991-92, the following number of Portuguese foreign language students studied abroad under the **LINGUA** programme:

	1990-91	1991-92
Belgium	2	15
Denmark	-	-
Germany	26	55
Greece	3	2
Spain	-	3
France	27	44
Ireland	2	13
Italy	4	12
Luxembourg	-	-
Netherlands	-	2
United Kingdom	30	52
Total	94	198

IN-SERVICE TEACHER TRAINING

(see also point 12. above)

In Portugal

14. There are optional short courses and seminars, conferences etc. of in-service training organized in Portugal at the initiative of the services of the Ministry of Education, teacher training institutions, professional teachers' associations, teachers' unions, schools or cultural institutes (British Council, *Goethe-Institut, Bureau d'Action Linguistique*).

Teachers have six days' leave per annum to participate in in-service training. Working hours outside normal class contact hours may also be used for in-service training.

The Comprehensive Law of October 1986 provides for teachers to be granted special periods of leave for in-service training, including sabbatical years.

In another Member State

15. Teachers may participate in in-service training in France, Germany and the United Kingdom on an experimental basis. There are also study grants awarded by the Portuguese Ministry of Foreign Affairs or foreign embassies. In addition, Portuguese teachers participate in training activities carried out under the LINGUA programme.

In the 1990-91 school year, 259 Portuguese teachers participated in in-service training courses in France, 128 in Germany and 24 in the United Kingdom. In addition, there were 7 teacher exchanges with France in the context of the pilot project for the early learning of French.

In 1990-91, 22 Portuguese teachers participated in in-service training under the **LINGUA** programme (11 in France, 1 in Italy and 10 in the United Kingdom). In 1991-92, the number is expected to rise to 200.

PUPIL EXCHANGES

16. There are exchanges of pupils in the second and third cycles of Basic Education. They are either school exchanges (some of which take place under the LINGUA programme) or individual exchanges organized on a private basis.

In 1990-91, 74 young Portuguese participated in exchanges under the **LINGUA** programme (18 in Germany, 46 in France and 10 in the United Kingdom).

UNITED KINGDOM
England, Wales and Northern Ireland

PROVISION OF LANGUAGE TEACHING

1. The Education Reform Act 1988 (ERA) introduced new curricular requirements for all pupils of compulsory school age (5-16) attending maintained schools in **England and Wales**.

2. Some foreign language teaching may take place at primary level, but this is not required by the new National Curriculum and is not common. Whilst it is accepted that early learning of a foreign language is beneficial, the provision of French which existed in some primary schools has declined; the experiments carried out during the 1960s in this area were not completely successful. (Recent assessments have suggested that these failures were due to lack of resources, lack of teachers with relevant qualifications and lack of satisfactory transition arrangements at the end of primary education so that, on entering secondary education, pupils who had already studied French might be grouped with pupils who had not.)

   Nevertheless, in some areas (notably Kent) there are pilot projects which increase primary provision.

   Any early learning of a foreign language would also have to fit in with the new National Curriculum in which foreign language learning begins at 11; however, this does not prohibit earlier study.

3. The new National Curriculum requires that one modern foreign language be **compulsory** for all pupils aged 11-16 (lower secondary level) attending maintained schools. They may choose to study a second or even a third foreign language (although this is rare and difficult because of the demands of the National Curriculum on a pupil's time), depending on the resources of the school and its staff.

   Schools **must** offer at least one of the working languages of the EC other than English to all pupils and **may**, in addition, offer one or more from further named languages of cultural and commercial significance. These are: Arabic, Bengali, Gujerati, Hindi, Japanese, Mandarin or Cantonese Chinese, Modern Hebrew, Panjabi, Russian, Turkish and Urdu. Provision and study of one of the named non-EC languages will only be deemed to meet the needs of the National Curriculum if the school also offers an EC working language.

   Pupils may choose freely between the languages the school offers in the above two categories. Therefore, their first foreign language would not necessarily be an EC working language.

   Once a school has met the needs of the National Curriculum, it may offer unlisted languages for pupils to study in addition to the National Curriculum.

   Welsh language study is a compulsory part of the National Curriculum in Wales; however, the study of Welsh in Wales is not considered as the study of a foreign language.

   The full National Curriculum should be introduced into schools between 1992 and 1995.

   Government policy, emphasized in *The Education Reform Act 1988: modern foreign languages in the National Curriculum*, is "to encourage diversification by widening the choice of first foreign languages available".

   Three years ago, ten English LEAs (local education authorities) took part in a Government-funded pilot scheme to examine ways to diversify the first foreign language taught. Funding was extended two years ago so that many authorities have a diversification. (The LINGUA programme is supporting teacher retraining for diversification in many parts of the United Kingdom.)

4. The number of hours spent on any one subject is decided by the individual school and its staff. The average time allocated to first and second foreign languages is four 35-40 minute periods per week.

5. The most recent study of foreign language teaching at schools was conducted by Her Majesty's

Inspectorate (HMI) and published as *Modern foreign languages to 16* (London: HMSO, 1987). This states that "while most pupils in England and Wales already learn a language for three years, slightly more than two-fifths continue to do so at present in the fourth and fifth years of secondary education".

The progressive introduction of the National Curriculum has changed the situation since the report of 1987. Many schools have increased the numbers of pupils taking a language in the 4th and 5th years (now called years 10 and 11), so that most schools are teaching languages to the majority of pupils in these years.

By far the most popular/available language continues to be French; German and Spanish may also be offered, plus Italian and other languages in a small number of schools. There has been a growing interest in the learning of modern languages, especially EC languages, in recent years, as a result of the introduction of the National Curriculum and the approach of the Single Market.

6. In the 1988-89 school year, the percentage of pupils studying modern foreign languages at lower secondary level was estimated as follows*:

	YEAR GROUP				
	1	2	3	4	5
French	91	92	90	38	36
German	7	23	34	12	11
Spanish	2	4	7	3	2
Russian	-	1	-	-	-
Italian	-	-	1	-	-
Others	-	1	1	1	1

* Based on a representative 10% sample of maintained secondary schools in England.

In 1989, the number of pupils attempting the General Certificate of Secondary Education (*GCSE*) examinations (the main external examinations for lower secondary school pupils) in modern foreign languages was as follows:

French	254,820
German	74,150
Spanish	15,130
Italian	1,450

In 1988, the total number of teachers of modern foreign languages at secondary level was as follows*:

French	17,400
German	6,300
Others	2,700

* Teachers are counted once against each subject they teach. This means that the same teachers may be counted more than once.

7. In **Northern Ireland**, the statutory requirement for the study of a second language is different from that in England and Wales. Pupils aged 12-16 **must** study at least one of the following: French, German, Italian, Spanish or Irish (Irish is compulsory in Irish-language schools but at present there are only two, both primary).

In 1991, the number of subject entries for the General Certificate examination in modern foreign languages was as follows:

French	8,901
German	1,094
Italian	170
Spanish	1,155

In 1989, the number of teachers of modern foreign languages was as follows:

French	352
German	17
Spanish	24
Italian	3

8. At upper secondary level, no foreign languages are compulsory in **England, Wales and Northern Ireland**. Pupils may continue foreign languages studied at lower secondary level, for example to GCE A level (Advanced level of the General Certificate of Education), or take initial or repeat courses to GCSE (General Certificate of Secondary Education) or GCE AS level (Advanced Supplementary) or other qualifications. The languages available are the same as at lower secondary level - French, German, Spanish, Italian, Russian etc. They are taught on average for 3 1/2 - 4 1/2 hours per week for A level and for 2 1/2 - 3 1/2 hours per week for GCSE or AS level.

INITIAL TEACHER TRAINING

9. All intending teachers have two avenues of initial training open to them. In both cases, students attend an establishment of higher education (university, polytechnic or other institution) for 3 to 4 years.

The first type of initial training involves the concurrent study, for a period of 4 years, of a main subject and the theory and practice of education. The course includes a minimum of 12 weeks' teaching practice. Students who are successful in all three parts of the course receive a Bachelor of Education degree (BEd).

There are proposals to reduce the BEd in England and Wales from 4 to 3 years, with students spending at least one year in schools.

The second type involves students who have obtained a first degree (e.g. Bachelor of Arts) after 3 or 4 years' university-level study. These undertake a 1-year course leading to a post-graduate certificate in education (PGCE). The PGCE course concentrates on the theory and practice of education, with specific reference to the student's degree subject, and includes a minimum of 15 weeks' teaching practice.

In future, students on the PGCE course in England and Wales will spend a minimum of 24 weeks (two-thirds of their time) in schools.

In the 1986 and 1991 school years, the number of entrants to teacher training courses in modern foreign languages in England and Wales was as follows:

	PGCE		BEd	
	1986	1991	1986	1991
Total	74	1,248	5	95
French		728		
German		242		
Italian		19		
Spanish		125		
Welsh		31		
Other		103		

10. Prospective modern foreign language teachers are normally required to spend time in the country whose language they are studying, either 4 weeks or 12 weeks as part of a BEd, or 1 term to 3 terms as part of their initial degree. They may spend this time as a student at a teacher training college or university, as a foreign language assistant in a school, or in other appropriate employment.

In the 1983-84 and 1991-92 school years, the number of foreign language assistants was as follows:

	N° of foreign assistants in United Kingdom *		N° of United Kingdom * assistants abroad	
	1983-84	1991-92	1983-84	1991-92
Belgium - French-speaking - Dutch-speaking	8 -	5 -	7 3	7 1
Denmark	-	-	3	1
Germany	564	782 (plus 44 from new *Länder*)	484	500
Spain	162	234	175	192
France	1,609	1,846	1,567	1,452
Italy	21	22	48	47
Netherlands	-	-	2	2
Portugal	-	1	-	-

* including Scotland (see p 68)

In 1990-91 and 1991-92, the following number of United Kingdom* foreign language students studied abroad under the **LINGUA** programme:

	1990-91	1991-92
Belgium	22	44
Denmark	13	12
Germany	35	173
Greece	10	27
Spain	120	173
France	82	164
Ireland	4	2
Italy	27	40
Luxembourg	-	-
Netherlands	36	25
Portugal	30	58
Total	379	718

* including Scotland

11. In the few primary schools where a foreign language (almost invariably French) is taught, teachers are likely to have specialized in French during their initial training, or they may have undertaken in-service training to help them apply their skills to the teaching of French.

Most teachers in secondary schools are subject specialists and, consequently, foreign languages are usually taught by those who have specialized in this field during their initial training. There is an increasing demand for modern language specialists as the National Curriculum is progressively being implemented in England and Wales; and similarly in Northern Ireland with the introduction of a common curriculum. The Government has reported a 35% increase in entrants to initial teacher training in foreign languages in England and Wales for 1991-92.

12. In addition, to combat shortages in certain subject areas, the Government has introduced schemes for "articled" and "licenced" teachers in England and Wales. "Articled" teachers are enrolled at initial training establishments but receive most of their training in schools. "Licenced" teachers are given on-the-job training by schools and LEAs.

IN-SERVICE TEACHER TRAINING

In England and Wales

13. There are optional short courses and conferences of in-service training for foreign language teachers organized in England and Wales under the auspices of the Department for Education (DFE), the Centre for Information on Language Teaching and Research (CILT), local education advisory services, or the Association for Language Learning. Optional long courses are organized by institutions of higher education. Some training may be recommended in accordance with the 1987 Teachers' Pay and Conditions Act, which stipulates that teachers are obliged to participate in a minimum of 5 days' in-service training per year, but this is not necessarily subject-related.

In another Member State

14. There are also optional short courses of in-service training and study visits in Germany, Spain, France, Italy or Greece organized by Her Majesty's Inspectorate (HMI) in cooperation with the competent foreign authorities, and administered by the Central Bureau for Educational Visits and Exchanges.

In the 1990-91 school year, 25 teachers from England and Wales participated in short courses organized by the HMI in France and 32 in Germany. Teachers normally participate in courses in Spain, but they did not during this particular year.

In the 1991-92 school year, teachers from England and Wales also participated in short courses organized under the auspices of the Central Bureau in collaboration with the DFE: 24 in France, 45 in Germany, 30 in Spain and 20 in Italy.

From January 1993, all these courses will be organized by the Central Bureau since HMI has been restructured and renamed (OFSTED).

There are optional post-to-post exchanges of 1 school year, 1 term, 6 weeks or 3 weeks with Belgium, Denmark, Germany, Spain, France or Italy organized by the Central Bureau.

In the 1987-88 and 1991-92 school years, the number of exchanges was as follows*:

	1 school year		1 term or less	
	1987-88	1991-92	1987-88	1991-92
Denmark	-	-	4	1
Germany	3	4	11	6
Spain	-	2	2	4
France	21	16	18	12

* including Scotland

In addition, in the 1991-92 school year, there were 4 teachers from **Northern Ireland** engaged in post-to-post exchanges with France.

In January 1992, a new language immersion scheme designed to enhance foreign language teachers' linguistic skills was launched. Teachers on the pilot scheme will spend up to a month training abroad. The scheme has attracted many applications. The LINGUA programme will be supporting the participation of about 60 teachers in the foreign element of their retraining.

In 1990-91, 51 United Kingdom teachers participated in in-service training under the **LINGUA** programme. In 1991-92 the number is expected to rise to over 700.

PUPIL EXCHANGES

15. Optional school to school, individual or group exchanges, lasting 2-3 weeks or more, are organized by the Central Bureau or by individual schools.

UNITED KINGDOM
Scotland

PROVISION OF LANGUAGE TEACHING

1. Foreign language teaching is **not compulsory** in Scottish primary schools (pupils aged 5-12) at present. Since the 1989-90 school year, there have been a series of nationally-funded (Scottish Office Education Department - SOED) pilot projects to introduce the teaching of one foreign language - French, German, Italian or Spanish - in the last two years of primary school (pupils aged 10+ and 11+). It is taught for approximately 2 hours per week. One foreign language will eventually be taught to all pupils in this age group. In some regions of Scotland, the teaching of a foreign language is, or will be, extended down to the fourth year of primary education (ie. to pupils aged 8+). Some regions also have their own pilot projects funded by the regions.

   Some primary schools teach Gaelic, and there are some bilingual primary schools in the North West teaching half the day in Gaelic and half in English.

2. At secondary level, from the beginning of the 1992-93 school year, at least one foreign language will be **compulsory** for all pupils for the compulsory 4 years up to 16 years of age.

   Until then, all 12-14 year olds **must** study at least one foreign language and **may** continue to do so up to the age of 16. However, many schools are already teaching a foreign language to all their 12-16 year olds. The first foreign language is for the most part French; increasingly German, Italian or Spanish are alternative first languages to French in the first year of secondary education, but the percentages remain small, especially of pupils studying Italian. The first foreign language is taught for 2 1/2-3 1/2 hours per week.

   A small proportion of pupils also take an optional second foreign language, some from the 2nd year, but usually from the 3rd year. The second language is most often German, less often Spanish or Italian. A small number take up French as their second language if their first is another language. Russian also features as an option in the 3rd year. The second foreign language is taught for 4-4 1/2 hours per week.

   There is provision for an optional third foreign language in later years (ie. post-compulsory secondary education). It is taught for 1 1/2-4 1/2 hours per week.

   The teaching of foreign languages is not compulsory in any educational institution beyond the age of 16.

INITIAL TEACHER TRAINING

3. Since the re-introduction of foreign language teaching into primary schools is still at the pilot stage, in the main the teaching has been done so far by teachers trained to teach at secondary schools. A long-term programme to train primary teachers of foreign languages is likely to be introduced in 1992-93.

   Teachers for secondary level receive an academic training in languages in a university for 3 or 4 years, followed by 1 year of pedagogical training, including teaching practice, in Scottish Colleges of Education (teacher training institutions, now faculties of universities but they retain their original names).

In the 1991-92 school year, the number of students training to teach modern foreign languages was as follows*:

French	122
German	63
Spanish	33
Italian	18
Russian	5

* Many students are learning to teach 2 languages; they therefore appear twice in the numbers referring to individual languages.

4. To comply with General Teaching Council Regulations, all modern foreign language teachers (who are usually qualified in 2 languages) must spend 1 school year in the country of their main language and at least 1 term (3 months+) in the country of their second language before being fully qualified to teach both languages and registered to teach. They may spend this time as a foreign language assistant in a secondary school or as a student at university. The countries involved are France, Belgium (French-speaking), Germany, Italy, Spain (and, for a small number, Portugal).

In the 1984-85 and 1991-92 school years, the number of foreign language assistants was as follows:

	N° of foreign assistants in Scotland		N° of Scottish assistants abroad	
	1984-85	1991-92	1984-85*	1991-92
Belgium (French-speaking)	2	2		1
Germany	84	107		68
Spain	16	19		43
France	195	239		234
Italy	7	8		6
Portugal	-	1		-

* no information available

IN-SERVICE TEACHER TRAINING

In Scotland

5. There are optional short courses and conferences of in-service training for foreign language teachers, organized in Scotland by the Scottish Office Education Department or Education Authority Advisers, and optional long courses, organized by institutions of higher education. Some courses may fulfil Scottish teachers' obligations under the salaries and conditions agreement of 1987 to undertake post-qualification training. Scottish teachers also spend 5 days per year in school, without any pupils present, undergoing in-service training, and are contracted to devote a further 50 hours during the year to in-service training and personal professional development.

In another Member State

6. There are also optional short courses of in-service training and study visits in Germany, Spain, France, Italy or Greece organized by Her Majesty's Inspectorate (HMI) in cooperation with the competent foreign authorities, and administered by the Central Bureau for Educational Visits and Exchanges. These may be partly financed by the LINGUA programme.

There are optional post-to-post exchanges of 1 school year, 1 term or 6 weeks with Belgium, Denmark, Germany, Spain, France or Italy organized by the Central Bureau.

In the 1991-92 school year, the number of Scottish teachers involved in training or exchanges abroad was as follows:

	Training	Exchanges	
		1 school year	1 term
France	64	-	-
Germany	14	1	-
Italy	8	-	-
Spain	6	-	1

PUPIL EXCHANGES

7. Optional school to school, individual or group exchanges of 2 to 3 weeks or more are organized by the Central Bureau or, increasingly, by the schools themselves, assisted in some cases by their regional education authorities.

EURYDICE

The Education Information Network in the European Community

Educational cooperation in the Community

The education systems in the twelve EC Member States vary considerably and this variety, which is the result of historical and cultural factors, is itself a source of wealth.

In order to ensure that this diversity does not become an obstacle to the free movement of people, it is essential to provide effective information on the operation and structures of the education systems.

It is also vital for each country to benefit from the experience of its Community partners and thus contribute to the development of European educational cooperation.

In February 1976, the Council of the European Communities and the Ministers of Education adopted an action programme in the field of education (1) and agreed among other things to set up an information network.

This information network, known as EURYDICE, is designed therefore to underpin educational cooperation within the European Community.

It was recognized in 1990 as the chief instrument for providing information on national and Community structures, systems and developments in the field of education (2).

Each Member State has, in accordance with its own distinctive education structures, designated at least one Unit to participate in the network and the Commission of the European Communities has set up the EURYDICE European Unit.

The functioning of EURYDICE is based on cooperation among all the Units. In addition, the European Unit coordinates and animates the network.

(1) Official Journal n° C38, 19.02.1976, p.1.

(2) Official Journal n° C329, 31.12.1990, p.23.

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